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ABSTRACT

A project provided training and guidance to Northampton Community College (NCC) staff in implementing the "new" adult learner skill competencies. Two workshops were held to serve 29 staff in Monroe, Wayne, and Pike counties in Pennsylvania. Among the topics covered were defining and introducing portfolios to adult learners, individualizing instruction, accessing resources, relating learning to daily living, the competencies, and teaching in real-life context. The staff members then assisted colleagues on the day-to-day implementation of the competencies. At the initial training, many instructors supported creation of a "lesson plan bank" to include contextual lessons identifying the learner skills competencies. Informational training packets were created for those workshops, and a lesson plan "mini-bank" of lessons identifying the competencies was established. A separate manual is provided that includes the informational training packets for the workshops and the lesson plan bank. Materials for Workshop 1 include definition and contents of portfolio; pictorial learning styles inventory; NCC learner needs assessment, and monthly learning evaluation; MELT competencies for English as a second language; writing products; and individualized instruction. Materials for Workshop 2 include a portfolio activity and an identifying competencies within lessons activity. The manual also includes a 36-page adult learner competencies lesson plan bank. (Contains 19 references.) (YLB)

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Northampton Community College Adult Learner Competencies Implementation. Final Report, 1998-1999 [and] Adult Learner Competencies Implementation Manual for Workshops #1 and #2 and NCC Competencies-Based Lesson Plan "Mini-Bank".

Judy Sullivan

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NCC Adult Learner Competencies Implementation

Final Report

98-99-9009

Written by:

Judy Sullivan, Program Coordinator

1998-1999

Northampton Community College

3025-1246

Northampton Community College Adult Learner Competency Implementation

FINAL REPORT

Project # 98-999009

Pennsylvania Department of Education

Written by:

Judy Sullivan, Program Coordinator

Fiscal Year: 1998-1999

Grantee: Northampton Community College
3835 Green Pond Road
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Federal Funding: $5,000

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* A manual containing workshops presented and a lesson plan mini-bank is available as a separate product.

NORTHAMPTON COMMUNITY COLLEGE
ABSTRACT PAGE

Title: Northampton Community College Adult Learner Competency Implementation
Project # : 98-999009
Project Period: From: July 1, 1998 to June 30, 1999
Funding: $5,000
Project Director: Dr. Manuel A. Gonzalez Phone: [610]-861-5427
Contact Person: Judy Sullivan Phone: [570]-688-9173

Agency Address: Northampton Community College
Adult Literacy Department
3835 Green Pond Road
Bethlehem, PA 18020

Project Purpose:

The purpose of this project was to provide training and guidance to the NCC staff in implementing the "new" Adult Learner Skills Competencies that the 353 Special Demonstration Project # 98-7008 developed and created. Training and ongoing assistance and support was found to be necessary in order to change the manner in which many NCC instructors were accustomed to delivering instruction.

Additionally, a need for a standardized system of portfolio assessment, record keeping, and documentation was apparent. Training in portfolio assessment was necessary.

During the process, trainings were written by the program coordinator, periodically consulting with the director and assistant director. Letters were sent to all NCC Adult Literacy instructors and coordinators, inviting fifteen to be mentors/trainers for the project.

Two workshops were held at the Monroe facility to serve staff in Monroe, Wayne, and Pike Counties. Two identical workshops and one "makeup" workshop were held in at NCC in Northampton County. Among the topics covered in the workshops were: defining portfolio and introducing portfolio to adult learners, individualizing instruction, accessing resources and relating learning to daily living, NIFL's Equipped for the Future and its relation to the PA Adult Learner Skills Competencies, and the

competencies and teaching in real-life context. Forms to be used for portfolio documentation were created.

A survey was sent to staff between workshops. Support was provided by the program coordinator via e-mail, telephone, NCC Interoffice Mail, U.S. mail, and in person throughout the process.

Having had participated in two phases of NIFL's Equipped for the Future as a practitioner/development partner, the program coordinator frequently provided staff with additional information having to do with that initiative.

A lesson plan "bank" was established and lesson plans teaching basic skills in contexts relevant to learners' lives were submitted by some instructors. A list of lesson plans "banked" was catalogued and disseminated.

Project Outcomes:

A total of 29 NCC Adult Literacy staff members participated in workshops, 9 from Monroe County, 1 from Pike County, 1 from Wayne County, and 18 from Northampton County. This number represents nearly 200% of the 15 participants targeted in the grant. NCC course registration forms were completed by participating staff at workshops.

These staff members then assisted colleagues on the day-to-day implementation of the competencies. One instructor for an Act 143 Family Literacy class, in addition to the workshops, spent a day observing a class at the Monroe facility and learning about the learner skills competencies, portfolios, and EFF. She then took the information back to her program coordinator and they implemented it into their program.

Three responses to surveys sent mid-way through the project were completed and returned.

At the initial training, it was determined that many instructors supported the creation of a "lesson plan bank" which would include contextual lessons identifying the learner skills competencies. Four instructors contributed to that bank. The program coordinator catalogued the lessons and distributed them to interested staff.

Additional training packets were distributed to 3 staff members who were unable to attend scheduled workshops upon request.

Two new instructors were also trained in Monroe County by the program coordinator on other dates separate from the workshops

Impact: See detailed report.

Products or Training Developed:

Two workshops were conducted and repeated at NCC sites in different counties. Informational training packets were created for those workshops and are included in this report in a separate manual. A lesson plan "mini-bank," of lessons identifying the competencies, was established and is included with the training packets.

Products Available From:

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570-688-9173

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Northampton Community College
Adult Literacy Department
3835 Green Pond Road
Bethlehem, PA 18020
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Project Continuation and/or Future Implication:

A continuation of using the mentor process and workshops for the adult learner skills competencies is recommended.

Awareness of EFF's Equipped for the Future initiative should be raised, preferably in the form of workshops, with ongoing support available. There are now four staff members who have worked with NIFL as development partners, and a need for that information to be shared in more detail exists.

The portfolio and competency process should become an integral part of staff orientation.

Conclusions/Recommendations:

Although most instructors saw the value in the shift from teacher-centered to learner-centered instruction, a few still had difficulty in "letting go" and were reluctant to abandon "teaching from the book." They felt pressure to show gains on standardized tests, and had difficulty with the concept that the same or better gains could result from teaching within the context of real-life. A continuation of the mentor process would be valuable. Data gathered from Project Equal logs, showing gains made in classes that used the competencies and learning in context, and presented to hesitant instructors could help.

The lesson plan bank was a good idea. The consensus of instructors attending the first training was that, in the future, an individual or individuals might be in charge of continuing to keep a lesson plan bank, and receive compensation to do so.

Talented and willing instructors should remain involved with keeping the mentoring process alive. New staff members are frequently coming on board and need training.

Increased awareness of NIFL's Equipped for the Future should be raised. A continuation of workshops is advisable.

Future workshops need to continue to emphasize the value of portfolio use in job search as was done in this project's second workshop.

Finally, the issue of compensation to instructors for this training and other staff development needs to be addressed. Plans for 1999-2000 find NCC providing three

consecutive half-days of paid staff orientation in the fall. It is a positive step in the right direction.

INTRODUCTION

The purpose of this experimental project was to provide training and guidance to Northampton Community College's Adult Literacy staff in implementing the "new" Adult Learner Skills Competencies that the 353 Special Demonstration Project # 98-7008 developed and created.

There also existed a need for developing a standardized system of record keeping and documentation and for training in portfolio and competency-based assessment.

Two trainings were written by the program coordinator under the supervision and guidance of the director. They were held both in Monroe and Northampton Counties, for the convenience of NCC staff. Including an additional "makeup" requested by staff, the workshops totaled five. Travel reimbursement was provided.

The workshops included but were not limited to the following topics: definition, contents, and uses of portfolio, IEP/EDP's, assessing learners' needs, linking instruction to assessment, accessing resources, relating learning to daily living, implementing the competencies and changing methods of instructional delivery, the relation of NIFL's EFF Standards to the PA Adult Learner Skills Competencies, identifying the competencies within lessons, sample lessons, sample project-based activities, and hands-on activities.

The following personnel contributed significantly to the project:

Director of Adult Literacy - Dr. Manuel Gonzalez
Dr. Gonzalez recognized the need for a project of this type. He envisioned the project and provided his expertise, support, and supervision throughout the process.

Assistant Director of Adult Literacy - Teresa Marks
Ms. Marks provided support and supervision throughout the process. She assisted with budgetary and other matters.

Program Coordinator - Judy Sullivan
Ms. Sullivan designed and wrote the training, designed NCC Adult Literacy Department portfolio documentation forms, established a schedule of workshops, selected a co-presenter, delivered the training, provided ongoing assistance to NCC staff throughout the

mentoring process, trained additional personnel, handled daily budget matters, and developed and contributed to a lesson plan bank.

Presenters - Judy Sullivan and Nancy Hall
Ms. Sullivan and Ms. Hall held regular meetings prior to conducting the workshops and special sessions, and throughout the process. They provided handouts and involved participants in hands-on activities. Both had worked on the Equipped for the Future initiative and Project Equal and were accustomed to teaching within the context of real-life, and linking instruction to assessment.

Secretaries - Mrs. Rosa DeBias, Mrs. Christina Puente, and Mrs. Susan Varga - Secretaries at NCC's Main Campus and Monroe Campus offices answered the phone, photocopied, and handled mailings.

Advisor - Ms. Barbara H. Van Horn, author of the Adult Learner Skills Competencies, graciously advised the program coordinator by telephone during the writing of the training.

This report was prepared for the ABLE Bureau of the Pennsylvania Department of Education, AdvancE, and the regional staff development centers. They will find this information helpful in planning future staff development. Permanent copies of this report will be filed with and can be obtained from:

Bureau of Adult Basic Literacy Education Programs, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333

AdvancE, PDE Resource Center, Pennsylvania Department of Education, 333 Market Street, 11th floor, Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center, 5347 William Flynn Highway, Route 8, Gibsonia, PA 15044-9644

Northampton Community College, Adult Literacy Department, 3835 Green Pond Road, Bethlehem, PA 18020

There were twenty-nine [29] NCC staff members registered and trained at the workshops. These participants held the following positions:

Instructors [20]
Coordinators [6]
Instructor/Coordinator [1]
Assessment Intake Counselor/Coordinator [1]
Assessment Intake Counselor/Instructor [1]
Total: 29 Participants

The following number of participants completed and returned surveys sent mid-way through the process:

Instructors [2]
Coordinators [1]
Total: 3 Participants

The following number of participants submitted lessons to the lesson plan bank:

Instructors [3]
Coordinators [1]
Total: 4 Participants

The following number of staff contacted the program coordinator at other times during the process, requesting additional assistance with either the implementation of the adult learner skills competencies, the setting up and maintenance of portfolios, or information about Equipped for the Future:

Coordinators [7]
Instructors [11]
Total: 18 Participants

Methods and Materials

This project was unique. Participants were given a variety of opportunities to seek assistance in the implementation of the adult learner skills competencies and were encouraged to share what worked with other staff members.

The program coordinator sent modules of practical ideas for teaching in context to those requesting them. Instructors who might normally have felt "alone" or isolated at different sites knew immediate help was available via telephone, e-mail, Interoffice Mail, and/or in person. Many took advantage of it.

Information about EFF was shared with colleagues working on this and other projects.

Some participating instructors continue to share interesting and relevant Internet sites, texts, and ideas.

GOALS AND OBJECTIVES

The goals of this experimental project were: 1) to provide training and assistance to Northampton Community College's Adult Literacy staff to incorporate the 353 Special Demonstration Project # 98-7008 competencies into the instructional program delivered

Methods and Materials

This project was unique. Participants were given a variety of opportunities to seek assistance in the implementation of the adult learner skills competencies and were encouraged to share what worked with other staff members.

The program coordinator sent modules of practical ideas for teaching in context to those requesting them. Instructors who might normally have felt "alone" or isolated at different sites knew immediate help was available via telephone, e-mail, Interoffice Mail, and/or in person. Many took advantage of it.

Information about EFF was shared with colleagues working on this and other projects.

Some participating instructors continue to share interesting and relevant Internet sites, texts, and ideas.

GOALS AND OBJECTIVES

The goals of this experimental project were: 1) to provide training and assistance to Northampton Community College's Adult Literacy staff to incorporate the 353 Special Demonstration Project # 98-7008 competencies into the instructional program delivered to adult learners, and 2) to create and complete a plan of the implementation of adult learner competencies, including a system of portfolio assessment, record keeping, and documentation.

For the past several years, NCC's Adult Literacy Department had struggled with serving large numbers of students in a quality fashion. An open entry/open exit policy provided flexibility for clients but added to the burden of the instructors. Training and ongoing assistance and supported were needed in order to change the manner in which many NCC instructors were accustomed to delivering instruction. Instructors had been polled the prior year in order to determine what they would need to implement these changes, and they overwhelmingly agreed that they needed training and ongoing support throughout the year.

PROCEDURES

1. After meeting and consulting with Dr. Gonzalez, Ms. Sullivan, the program coordinator, developed the workshops. Portfolio contents were modeled after those already implemented in her classes. Additional learner evaluation forms were created. Transparencies were made.
2. A letter was sent to NCC staff offering training and assistance in the implementation of the 353 Competencies. It invited them to be involved in this unique mentoring/training process.
3. In November, an instructor for Act 143 Family Literacy was trained and assumed the role of mentor, bringing information back to her program coordinator. They implemented portfolios into their program, and working with the Adult Learner Competencies and EFF and reported it to be a "good fit."

8. Staff working on other projects [Workforce Training and Crossroads Café] requested and were provided with specific information about The National Institute for Literacy's Equipped for the Future. The Adult Learner Competencies include the EFF Roles. Consequently, a level of EFF awareness was raised as a result of this project.
9. A survey form was sent to staff members who attended the first workshop.
10. A letter was sent to NCC staff for a second workshop. This time they were asked to bring sample student portfolios or lesson plans integrating the competencies. It was suggested that they bring their own professional portfolios in the following way: "Although putting together your own portfolio may sound like a lot of work, I invite you to try it! With the current wave of educational reform, our students will need to fill their portfolios with artifacts demonstrating their skills, abilities, and accomplishments."
11. The program coordinator/presenter, Ms. Sullivan, assembled a professional portfolio for the workshop. The second presenter, Ms. Hall, assembled a personal portfolio. They met and revised plans for the second workshop.
12. Workshop #2 was held on May 14, 1999, at NCC's Main Campus in Bethlehem. The same workshop was repeated on May 24, 1999, at the Fountain Court facility in Monroe County. Participants shared their student portfolios. An exercise identifying the competencies within lessons was conducted. Lists of contents of the lesson plan bank and sample lesson plans were distributed.
13. A makeup of the first workshop was given at NCC's Main Campus in Bethlehem on May 14, 1999, for a total of 5 presentations.
14. Travel reimbursement was provided for participants.
15. General budgetary matters were handled on a regular basis.
16. Ms. Sullivan and Ms. Marks met to discuss the overall success of the project.
17. Ms. Sullivan wrote the final report.
18. A separate manual, containing the packets given at both workshops and the lesson plan bank, was assembled by program coordinator and available for dissemination.

EVALUATION AND RECOMMENDATION

Attached to this final report is a copy of the survey form which was used to rate the effectiveness of the project. These were mailed to participants mid-way through the process. Only 3 of these surveys were completed and returned. The following is a sampling of the survey questions and responses received:

- Did you find the packet you received valuable? 3 - yes
- Are you integrating the use of portfolios in your classroom? 3 - yes
- Have you mentored other staff members in the use of portfolios and the competencies? If not, why not? 2-Yes. 1-No, because many were at the training, I only work 5 hours a week, I do not have time. If I get to say "hello" and discuss immediate concerns, that's good communication.
- How is the implementation of portfolio assessment impacting your time? 3-Greatly! Very time consuming.

- How are your learners reacting? How do they feel about taking responsibility for their own learning? 1-Positively. 2-Helpful to the student. They can see their progress. 3-Several consult their portfolios but my class looks to me for direction.
- Is the use of competencies impacting your preparation time? 1-No, I prepare well. Competencies set the course and are very meaningful in setting goals. 2-Yes.
- Do you see a link between the competencies and reconceptualizing effective instructional practice? 1-Yes. It's a better way to learn. Students see the value of the competency in their life/work. 2-The idea is great. But, so far we don't have 48 hr. days.
- A follow-up workshop will be held in May. Please plan to share your experiences. Until then, what type of assistance would you like to see? -List of what is available in bank. In May, a slot of time with other instructors who have similar classes at my level, a slot of time with Judy and Nancy [small group], and a slot of time with coordinators/managers.

Although a small number actually completed the surveys sent, there were at least 18 other staff members who contacted the coordinator during the project requesting assistance with the Adult Learner Competencies, the implementation of portfolios, and information about Equipped for the Future.

Two new instructors for the Monroe program were trained individually.

Twenty-nine staff members attended workshops.

A lesson plan "bank" was established.

Portfolios are now being used throughout the department.

Most instructors tried to implement the competencies. Most saw the value in the shift from teacher-centered instruction to learner-centered instruction, but a few had difficulty in "letting go." Some felt pressure to show gains on standardized tests and had difficulty with the concept of achieving equally-good or better gains by teaching within real-life contexts. Data gathered by NCC's Program Improvement Team and Project Equal proving the success of teaching within real-life contexts could serve as evidence for reluctant teachers in the future.

The ongoing requests for help and information, especially, vouched for the success of the project.

The impact of portfolio assessment and the use of the Competencies on instructors' time was addressed in the completed surveys and at workshops. Too many instructors can feel isolated in the part-time world of Adult Literacy in which we work. There is not always enough time for collaboration. Projects of this nature, which provide ongoing support, can help alleviate that feeling of "being in it" alone. Additionally, there hasn't been compensation for training up to this point. There is preparation time for

which there is no compensation. NCC is taking a positive step towards addressing the paid training issue, effective in September, 1999.

Continued support with portfolio assessment and the Adult Learner Competencies is recommended. Willing instructors and coordinators should remain involved with keeping the mentoring process alive. New staff always need training. All staff need continuous training and support.

Awareness of the National Institute for Literacy's Equipped for the Future initiative was raised as a result of this project, though not in the original goals. The EFF Adult Roles are written into the Competencies. NCC was a development partner for NIFL during two phases of the initiative. The program coordinator was a practitioner involved in the process. Increased awareness of the National Institute for Literacy's Equipped for the Future initiative should be raised in the future throughout the department in the form of workshops.

The establishment of a lesson plan bank had not been one of the goals. It should be continued. Instructors should continue to share what worked with their learners and what didn't.

Future workshops are needed in the area of using contextualized learning.

Future workshops need to continue to emphasize the value of portfolio in securing employment, as was done in this project's second workshop.

DISSEMINATION

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AdvancE, PDE Resource Center, Pennsylvania Department of Education, 333 Market Street, 11th Floor, Harrisburg, PA 17126-03333

Western Pennsylvania Adult Literacy Resource Center, 5347 William Flynn Highway, Route 8, Gibsonia, PA 15044-9644

Northampton Community College, Adult Literacy Department, 3835 Green Pond Road, Bethlehem, PA 18020

Dear NCC Staff Member.

You attended the Adult Learner Competencies Implementation training on either 1-22-99 or 2-21-99 and/or received the packet of information and the PA ADULT LEARNER COMPETENCIES.

I would like your feedback regarding how the implementation of portfolios and the competencies is working in your classes. Please take a few minutes to complete the attached survey. You can return it by Interoffice Mail to the Fountain Court facility in Bartonsville.

Thank you!

Judy Sullivan

Adult Learner Competencies Survey

1. Did you read the entire packet you received? Did you find it valuable?
2. Are you integrating the use of portfolios in your classroom?
3. Are you following the recommended guidelines for NCC student portfolio contents?
4. Do you think the use of portfolios is an effective means of integrating assessment into the classroom routine?
5. Have you mentored other staff members in the use of portfolios and the competencies? If so, how many? If not, why not?
6. Do you find trying the integration of the competencies to be difficult? If yes, please explain.
7. Have you contributed lesson plans covering specific learner competencies to the lesson plan bank? Do you want to pursue the establishment of this resource? Why or why not?
8. How is the implementation of portfolio assessment impacting your time?
9. How are your learners reacting? How do they feel about taking more responsibility for their own learning?
10. How is goal-setting helping your students with their learning and/or their preparation for the world of work?
11. Do you see a link between the competencies and reconceptualizing effective instructional practice?
12. A follow-up workshop will be held at both sites in May. Please plan to share your experiences. Until then, what type of assistance would you like to see?

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Adult Learner Competencies Implementation Manual for Workshops #1 and #2

AND

NCC Competencies-Based Lesson Plan "Mini-Bank"

Project # 98-999009
Pennsylvania Department of Education

Written By: Judy Sullivan

Workshops Presented By: Judy Sullivan and Nancy Hall

1998-1999

Northampton Community College

3025-1266

Northampton Community College

Adult Learner Competencies Implementation Manual

Project # 98-999009

Pennsylvania Department of Education

Written by:

Judy Sullivan, Program Coordinator

Fiscal Year: **1998-1999**

Grantee: **Northampton Community College**
3835 Green Pond Road
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NCC ADULT LEARNER COMPETENCIES IMPLEMENTATION

PORTFOLIO ASSESSMENT

What is a portfolio?
A portfolio is much more than a folder of an adult learner's work.

A portfolio:

- shows what the learner knows and is able to do.
- shows learner effort and growth over time.
- introduces learners to the idea that they are responsible for their own development
- is an ongoing assessment process involving the learner and the instructor which will, ultimately, teach learners to become critical thinkers.
- involves learners in meaningful assessment that helps them to develop necessary lifelong learning skills
- teaches learners to evaluate what they learn in the classroom and outside of the classroom. [Most adult learners need to improve their ability to evaluate their own progress.]
- helps learners develop decision-making skills.
- gives instructors, administrators, employers, and funders **evidence** of learners' progress and competence which might not be reflected on standardized test scores
- gives a more holistic picture of the learner than standardized assessments

What should be included in a student's portfolio?

- Copy of NCC Intake Assessment Form

- EDP/IEP—The EDP/IEP should be a working document, not just another piece of paperwork that sits in an office filing cabinet after completion.

  The PA Quality Indicators EDP shows pertinent information, including pre and post - test scores, learning style preference, learner's personal/life skill needs, goals, "goal plan," a place to revisit plan after post-testing a "next step" plan, signatures and dates. [This should be used with all students except ESL 1.]

  The Informal Needs Assessment can be used with most ESL students. For advanced level learners, completing it on their own first will help make the completion of the PA Quality Indicators easier.

  The Pictorial EDP ["I Want To Learn"] can be used with lower level ESL learners.

- Learning Styles Inventory

- TABE Profile Sheet

- Samples of creative work, tests, homework, projects, audiotapes of oral work, self-assessments, photographs [portfolio cover sheets]

- Monthly Learning Evaluation, which gives learner the opportunity to reflect upon and evaluate his/her monthly progress

- Competencies

Getting Started

- Portfolio assessment requires that learners take increasing responsibility for their own learning. This results in a natural shift from traditional teacher-centered classes to learner-centered classes.
- Portfolio assessment may seem a little overwhelming at first but you are probably already doing it to some degree. Think of portfolio assessment as a way that you can build on what you already do.
- Assessment is integrated into classroom routine.

Introducing portfolio assessment to learners

Taking responsibility for their own learning may be a new concept to some learners. They will gain confidence when the instructor encourages their reflection and self-evaluation.

- Make your learners part of the process from the very beginning. Explain the intent of the portfolio.
- Make sure learners understand that their portfolios should be **working portfolios** not **showcase portfolios. Working portfolios** are looking at work over time, and the **process** is as important as the **product. Showcase portfolios,** on the other hand, show only the best work samples. [Remember that we are trying to show learner growth over time.]
- Implement the process gradually, and record what worked and what didn't. [I will be looking for your feedback!]
- Ask for feedback from your students.

PENNSYLVANIA INDICATORS OF PROGRAM QUALITY

Indicator 4: Programs have curriculum and instruction geared to student learning styles and levels of student needs.

LEARNER ASSESSMENT NEEDS PLAN --- (IEP and Next Step)

AGENCY _____ GRANT _____ DATE _____

Name: _____ Social Security No. _____

Educational Strengths: (include test name(s) and scores:

_____

_____

_____

Learning Style Preferences: _____

Personal / Life Skill Needs: _____

_____

_____

Learner Short Term Goal(s): _____

_____

_____

Learner Long Term Goal(s): _____

_____

_____

Initial Plan: _____

_____

_____

Initial Referrals: _____

_____

Evaluation of Educational / Life Skill Gains: _____

_____

Next Step Short Term Goal(s): _____

_____

_____

Next Step Educational / Life Skill Plan: _____

_____

_____

Closure Comments: _____

_____

_____

Signature: _____ Date: _____

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Learning Styles Inventory *

Taken from " Help Yourself" — New Readers Press

Name _____ Date _____

Check all the items that "fit" you.

Group 1

_____I like to read when I have free time.
_____I like to read a report rather than be told what's in it.
_____I understand something best when I read it.
_____I remember what I read better than I remember what I hear.
_____I would rather read a newspaper than watch the news on TV.

Group 2

_____I take notes when I read to better understand the material.
_____I take lecture notes to help me remember the material.
_____I like to recopy my lecture notes as a way of better understanding the material.
_____I make fewer mistakes when I write than when I speak.
_____I find the best way to keep tract of my schedule is to write it down.

Group 3

_____I like to listen to people discuss things.
_____I learn more when I watch the news than when I read about it.
_____I usually remember what I hear.
_____I would rather watch a TV show or movie based on a book than read the book itself.
_____I learn better by listening to a lecture than by taking notes from a textbook on the same subject.

Group 4

_____I remember things better when I say them out loud.
_____I talk to myself when I try to solve problems.
_____I communicate better on the telephone than I do in writing.
_____I learn best when I study with other people.
_____I understand material better when I read it out loud.

Group 5

_____I can "see" words in my mind's eye when I need to spell them.
_____I picture what I read.
_____I can remember something by "seeing" it in my mind.
_____I remember what the pages look like in books I've read.
_____I remember people's faces better than I remember their names.

Group 6

_____I like to make models of things.
_____I would rather do experiments than read about them.
_____I learn better by handling objects.
_____I find it hard to sit still when I study.
_____I pace and move around a lot when I'm trying to think through a problem.

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Learning Styles Inventory Worksheet

Name _____ Date _____

Group 1 _____ Total number of check marks---Preferred learning style: Reading - Visual

Group 5 _____ Total number of check marks---Preferred learning style: Visualizing - Visual

Group 3 _____ Total number of check marks---Preferred learning style: Listening - Auditory

Group 4 _____ Total number of check marks---Preferred learning style: Speaking - Auditory

Group 2 _____ Total number of check marks---Preferred learning style: Writing - Kinesthetic/Tactile

Group 6 _____ Total number of check marks---Preferred learning style: Manipulating - Kinesthetic/Tactile

Visual Learners Prefer: Seeing information, having written instructions, and demonstrations

Learning Aids:

- Watching videos and movies
- Writing instructions to reinforce oral instructions
- Reading materials with pictures and illustrations
- Using flash cards, diagrams and charts, and highlighters to "see" key words and phrases
- "Picturing" the material being read
- Using language experience activities to help visualize their words in print
- Closing their eyes to "see" a word before they spell it
- Color code materials to aid visualization and organization

Occupational Implications:

- Work activities should require more visual effort than listening

Auditory Learners Prefer: Hearing information and instructions and reproducing information they hear

Learning Aids:

- Listening to someone read to them
- Listening to audio tapes of reading materials - also listening to videotapes and TV programs
- Repeating instructions given to them
- Reading materials aloud so then can "hear" it
- Discussing and summarizing reading or visual materials
- Using rhythms, rap, music to aid remembering materials

Occupational Implications:

- Work activities should require more listening than reading and more speaking than writing.

Kinesthetic / Tactile Learners Prefer: Physical activity, touching, doing, and handling materials

Learning Aids:

- Doing short, physically involved activities with frequent breaks
- Doing total physical response activities
- Using letter cards or tiles to spell words and learn to read words
- Using word/phrase cards to form sentences
- Drawing pictures, charts, graphs to summarize materials
- Using games to manipulative objects
- Using highlighters, index cards, flash cards to manipulate information to be learned
- Working on the computer to manipulate information

Occupational Implications:

- Work activities allow for physical activity and using hands to manipulate materials/ideas

I Want To Learn

Name_____ Date_____

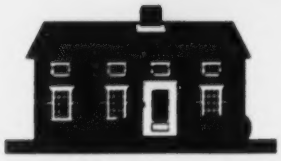
I need English for:
[Circle what you need]

1. Shopping

2. Health

3. Banking

4. Housing



5. Employment

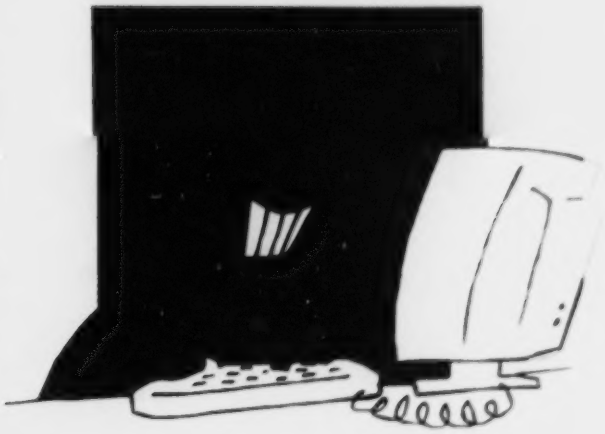
6. Communication

7. Transportation

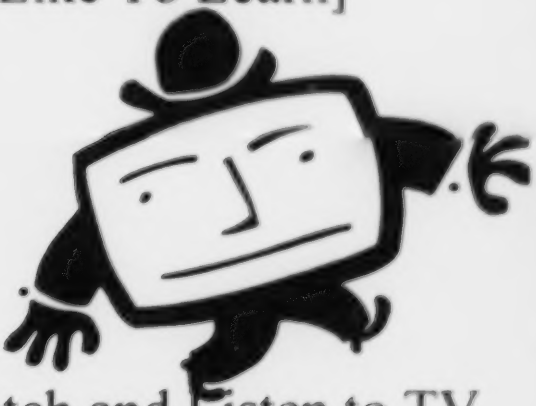
IDSO3

How I Like To Learn

[Check {X} How You Like To Learn]



Use the Computer____



Watch and Listen to TV and Videos ____

Work Alone___

Read ____

Speak ____

____

Work With a Partner

Demonstrate or Act Out

____

____ Work With a Group

JSW-15

NCC LEARNER NEEDS ASSESSMENT
English as a Second Language

Name:_____ Date:_____ Class:_____

1. I want to speak English:

____ at work
____with my children
____at the doctor's office
____at the store
____in my community
____with my child's teacher
____with my family
____so that others understand
_____

2. I want to read:

____ newspapers and magazines
____a lease
____a menu
____a job application
____letters and memos
____cookbooks
____medicine labels
____food labels at the grocery store
____my child's report cards
____stories to my child
____books to children in my community
____novels
____the TV guide
_____

3. I want to write:

____letters and notes
____work memos
____checks and money orders
____credit card and loan applications
____resumes
____shopping lists
_____

4. I would like to learn English in order to know more about:

____finding a job
____finding an apartment or house
____becoming a citizen
____American culture
____other cultures in the U.S.
____my rights and responsibilities
____U.S. government
____legal services
____health
____going to college
____learning in new ways
____using technology
____solving problems
____how to plan for a better life
____my community
_____

JSW-W07

NCC MONTHLY LEARNING EVALUATION
English as a Second Language

Name:_____ Class:_____ Date:_____

This month I learned:

_____
_____
_____
_____

This month I spoke English to:

_____
_____
_____
_____

This month I wrote:

_____
_____
_____
_____

This month I read:

_____
_____
_____
_____

Some new words I learned are:

_____
_____
_____
_____

I would like to learn:

_____
_____
_____
_____

JDS04

Name_____ Date_____

Monthly Learning Evaluation / ESL Workplace Class

This month I learned:

This month I spoke English to :

This month I wrote:

Some new words I learned are:

Some things I would like to be able to do in my work in English are:

Things I find difficult in English are:

Things I find easy in English are:

MELT COMPETENCIES

The MELT COMPETENCIES are divided into seven levels. They correspond to the Student Performance Level on the BEST Test. Competencies are divided into several areas of skills. A set of MELT Competencies should be kept in each student's portfolio, checking off the skills as they are accomplished. Many of the competencies are covered through the use of Steck-Vaughn's Real Life English series. They should also be taught contextually.

When teaching classes other than ESL, the PA Learner Competencies are to be used in place of the MELTS.

ELM BRANCHES OUT! - LEVEL 0

Student Competency Check Sheet

Name:_____ Date: _____

PERSONAL INFORMATION - MELT COMPETENCIES:

Per 3*	Spell, read, and print own name
Soc 1*	Introduce oneself using simple language
Soc 2*	Give and respond to simple greetings and farewells - non verbal

DESCRIBING - MELT COMPETENCIES:

Cla 1*	Expresses a lack of understanding. ("I don't understand.")
Cla 2*	Ask someone to repeat. ("Please repeat it again.")
Per 4*	Copy basic personal information, including name, SS number, telephone number on simplified form
Tel 1*	Identify the symbol or read the sign for public telephone

RELATIONSHIPS - MELT COMPETENCIES:

Per 1*	Responds to basic questions regarding title and marital status
Per 4*	Copies basic personal information including title and marital status, and sex

ENVIRONMENT - MELT COMPETENCIES:

Time 2*	Read clock time on the hour and half hour.
Time 4*	Read the days of the week.

HEALTH - MELT COMPETENCIES:

CMS 1	Read emergency words. (Fire, Police, Poison)
CMS 2	Read, say, and dial telephone numbers of emergency services.
EOJ 6*	Respond to simple oral warnings of basic commands about safety.
He 2*	State need for medical help.

SHOPPING - MELT COMPETENCIES:

Sho 2*	Ask price of shopping items
Sho 3*	Read a limited number of basic store signs.

MONEY / BANKING - MELT COMPETENCIES:

Mon 1*	Identify United States coins and bills by name and value.
Per 5*	Present identification upon request.

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

Dir 2*	Ask for location of a place. ("Where is the bathroom?")
Dir 3*	Read, say, and copy numbers as used on streets and buildings.
Tra 2*	Read a limited number of symbols or transportation / pedestrian signs.

OCCUPATIONS - MELT COMPETENCIES:

EFJ 2*	State current job status.
EOJ 1*	Ask if a task was done correctly. ("OK?")
EOJ 2*	Ask simple clarification questions about rutine job tasks and instructions ("Please repeat."; "Do this?")
EOJ 7*	Read common warning or safety signs at the work-site.

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CMS 1*	Read emergency words.
CMS 3*	Spell name and address and report an emergency in home by telephone in simple terms.
CMS 4*	Ask for stamps at post office.

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ELM BRANCHES OUT! - LEVEL ONE - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

PERSONAL INFORMATION - MELT COMPETENCIES:

Cla 1*	Express a lack of understanding
Cla 2*	Ask someone to repeat
Cla 3	Ask someone to speak slowly
Cla 4	Repeat something when asked to
Per 2*	Indicate which of own names are first, last, and middle
Per 3*	Spell, read, and print own name
Per 6	State ability to speak a language other than English
Soc 1*	Introduce oneself using simple language
Soc 2*	Give and respond to simple greetings and farewells

DESCRIBING - MELT COMPETENCIES:

EOJ 1*	Ask if task was done correctly
EOJ 2*	Ask simple clarification questions about routine job tasks and instructions
EOJ 3*	Respond to simple direct questions about work progress and completion of tasks
EOJ 5*	Sign name on time sheet
Per 4*	Copy basic personal information, including name, SS number, address, and age on simplified form
Cla 5	Ask the English word for something
Cla 6	Ask the meaning of something written in English

RELATIONSHIPS - MELT COMPETENCIES:

Per 1*	Respond to basic questions regarding name, ID/ SS #, country of origin, address, age, birth date and marital status
Soc 3*	Excuse oneself politely
Tel 1*	Identify the symbol or read the sign for public telephone
Tel 3*	Identify oneself on the telephone when answering and when calling
Tel 4*	Request to speak to someone on the telephone

ENVIRONMENT - MELT COMPETENCIES:

Time 1*	Ask and answer basic questions about time such as: days current months, yesterday/ today/tomorrow.
Time 2*	Read clock time on the hour and half hour.
Time 3*	Read and write digital time on the hour, half hour and quarter hour.
Time 4*	Read the days of the week.
Time 5*	Identify parts of the day - morning, afternoon, evening, and night.
Soc 4	State weather conditions in simple terms.

HEALTH - MELT COMPETENCIES:

He 1*	State own general condition in simple terms.
He 2*	State need for medical help.,
He 3	Read simple signs related to health care.
Tel 2	Read and be able to dial a limited list of telephone numbers, such as 911, school, sponsor.
EOJ 6*	Respond to simple oral warnings of basic commands about safety.

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ELM BRANCHES OUT! - LEVEL ONE - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

SHOPPING - MELT COMPETENCIES:

Hou 2*	Read exit route signs in housing.
Sho 1	State basic food needs.
Sho 2*	Ask the price of food, clothing, or other items in a store.
Sho 3*	Read a limited number of basic store signs.
Sho 4	State basic clothing needs.
Sho 5	Read aisle numbers.

MONEY / BANKING - MELT COMPETENCIES:

Ban 1*	Endorse a check.
Ban 2*	Provide proper ID upon request to cash a check or money order.
Mon 1*	Identify United States coins and bills by name and value.
Mon 2*	Read prices on tags or signs.
Mon 3*	Use money correctly to pay the total amount requested orally or in written form at a store, post office, vending machines, etc.
Per 5*	Present identification upon request.

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

Dir 1*	Ask for the location of common places within a building.
Dir 2*	Ask for the location of a place.
Dir 3*	Read, say, and copy numbers as used on streets and buildings.
Dir 4*	Follow simple oral directions to a place.
Dir 5	Respond to simple questions about a destination.
Dir 6	Follow a simple hand-drawn map to locate a place in an already familiar setting when directions are also given orally.
Tra 1*	Ask the amount of local bus or train fares.
Tra 2*	Read a limited number of symbols or transportation / pedestrian signs.
Tra 3	Ask for a transfer.

OCCUPATIONS - MELT COMPETENCIES:

EFJ 1*	State previous occupations(s) in simple terms.
EFJ 2*	State current job status.
EFJ 3	State desire to work in simple terms.
EOJ 4*	Ask supervisor or co-worker for help.
EOJ 7*	Read common warning or safety signs at the work-site.
EOJ 8*	Read alpha-numeric codes.
EOJ 9*	Give simple excuses for lateness or absence in person.

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CMS 1*	Read emergency words.
CMS 2*	Read, say, and dial telephone numbers of emergency services.
CMS 3*	Spell name and address and report an emergency in the home by telephone in simple terms.
CMS 4*	Ask for stamps at post office.
CMS 5	Identify basic facilities, services and commonly seen community workers in the neighborhood/ community.
Hou 1*	Identify common household furniture / rooms.
Hou 3*	Identify basic types of available housing.

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ELM BRANCHES OUT! - LEVEL TWO - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

PERSONAL INFORMATION - MELT COMPETENCIES:

Per 7*	Write and read basic personal information including name, relationship and age of family members.
Per 8*	Respond to questions about own ethnic group.
Per 9*	Spell own name, country of origin and address when requested.
Per 10*	Respond to questions about own ability to speak, read, and write English or other language.
Per 11*	State the number of years of previous education or study of English.
Soc 5*	Answer simple questions about personal background and family.
Soc14	Ask for assistance in simple terms.
Soc15	Thank someone for help or for a gift in simple terms.

DESCRIBING - MELT COMPETENCIES:

Cla 7*	Verify the name of something by asking simple yes/no questions.
He 4*	Identify major body parts. ("Arm", "stomach", " leg")
Soc 6*	State likes and dislikes using simple language. (I"I like tea.")
Soc 8*	State general feelings in simple terms. ("I'm tired." "I'm sad.")
Soc 12	State food and drink preferences in social conversations, using simple language. ({Do you want coffee?} "No, tea, please.")
Soc 13	Respond to simple questions about another person's name or background.

RELATIONSHIPS - MELT COMPETENCIES:

Per 12*	Give names of familiar people.
Tel 5*	Ask for someone on telephone.
Tel 6*	Respond to a simple request to "hold" on the telephone.
Soc 9*	Respond to common gestures such as handshaking, head shaking to indicate yes/no, beckoning, etc.
Soc 10*	Initiate and respond appropriately to a variety of greetings and farewells.
Soc 11	Introduce family, friends, and co-workers using simple language.

ENVIRONMENT - MELT COMPETENCIES:

EOJ 14	Ask for permission to leave early or to be excused.
EOJ 15	Give simple excuses for lateness or absence on telephone.
Soc 7*	Respond to simple questions about daily activities and weekly routines.
Tim 6*	Name and read all the days of the week and the months of the year and their abbreviations.
Tim 7*	Read and write dates when expressed in numbers; read and write same when expressed in words.
Tim 8*	Read any time expressed in digital terms.
Tim 9	Ask and answer basic questions about days, months, and years. Use a calendar.

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ELM BRANCHES OUT! - LEVEL TWO - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

HEALTH - MELT COMPETENCIES:

He 4*	Identify major body parts.
He 5*	State major illness or injuries.
He 6*	Make a doctor's appointment in person, giving own name, address, and telephone number when asked.
He 7*	Read time and date for a medical appointment from an appointment card.
He 8*	State a need for an interpreter.
He 9	Follow simple instructions during a medical exam.
He 10	Ask for familiar non-prescription medication at a drug store.
He 11	State others' health problems in simple terms.
He 12	Determine and report body temperature as indicated by a thermometer.
He 13	Ask for a patient's room number in a hospital.
He 14	Identify oneself, one's appointment time, and doctor's name, if applicable, upon arrival at the doctor's office.

SHOPPING - MELT COMPETENCIES:

Sho 6*	Differentiate sizes by reading tags.
Sho 8*	Read common store signs.
Sho 9*	Ask about and read signs for store hours.
Sho 10*	Read expiration dates.
Sho 12	Ask for information about places to buy food / clothing / household items in a store.
Sho 13	Ask for and follow simple directions to locate food / clothing in a store.
Sho 14	Ask for Food using common weights and measures.

MONEY / BANKING - MELT COMPETENCIES:

Ban 3*	Ask to cash a check or money order.
Ban 4	Buy a money order.
Mon 4*	Make or respond to a request for change.
Mon 5	Make or respond to a request for specific coins.
Mon 6	Read names of coins on coin-operated machines.
Sho 15	Order and pay for food at a fast food restaurant.

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

Dir 7*	State the location of own residence by giving the address and nearest streets or familiar landmarks.
Dir 8*	Follow simple oral directions to places in a building.
Tra 4*	Ask for a bus, train, or plane destination.
Tra 5	Read signs indicating bus / train destinations and street names.
Tra 6	Ask for information about a location in an airport bus or train station.

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ELM BRANCHES OUT! - LEVEL TWO - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

OCCUPATIONS - MELT COMPETENCIES:

EFJ 4*	State own job skills in simple terms.
EFJ 5*	Copy basic personal information onto a simple job application form.
EFJ 6	Read "HELP WANTED" sign.
EFJ 7	Identify some common entry-level jobs which can be held by those with limited English ability.
EOJ 10*	State need for frequently used materials.
EOJ 11*	Report work progress and completion of tasks.
EOJ 12*	Find out about the location of common materials and facilities at the work-site.
EOJ 13*	Follow simple one-step oral instructions to begin and to perform a task which is demonstrated, including classroom instructions.

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CmS 6*	Report an emergency in person.
CmS 7*	Correctly address an envelope / package, including return address.
Hou 4	Report basic household problems and request repairs in simple terms.
Hou 5	Report basic household emergencies by telephone.
Hou 6	Answer simple questions about basic housing needs.
Hou 7	Ask how much the rent is.
Hou 8	Read common housing signs.

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ELM BRANCHES OUT! - LEVEL THREE - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

PERSONAL INFORMATION - MELT COMPETENCIES:

CmS 8	Provide upon request proof of address or other necessary information in order to obtain a library card. (Can I see your driver's license? - "Yes, here you are.")
CmS 10	Ask and answer questions about the name of own or child's school, teacher, class, and time. (Which school do you go to? ...does your child go to? - "Lincoln School.")
Per 13*	Fill out simple form, including name, address, age, signature, country of origin, birthplace, marital status, sex, title (Mr. , Mrs., Ms.), citizenship, and maiden name
Per 16	Provide information about a sponsor, including the name, agency and contact person, address, and telephone number. (My sponsor is USCC.")

DESCRIBING - MELT COMPETENCIES:

Cla 8*	Ask for information or clarification using basic question words. ("How?"; "Go where?")
Cla 9*	Give clarification in response to basic question words. ("Trung is not here." - Who? - "Trung.")
Cla 11	Ask about the meaning or the pronunciation of a word. ("What does ....mean?"; "How do you say...?")
EOJ 18	Ask / tell where a co-worker is. (Where's Tran? - "He's in the cafeteria.")
Per 15*	State or write own physical characteristics, including height, weight, color of hair, eyes.
Soc 19*	Give simple compliments about food, clothing, or housing. ("I like your watch.")

RELATIONSHIPS - MELT COMPETENCIES:

EFJ 10*	Ask others for help in finding a job from friends, sponsor, job developer. "Who's that?" - Tran. - "Where's he from?" - Vietnam.)
Per 14*	State or write the name, relationship and age of family members.
Soc16*	Ask simple questions about daily activities and weekly routines. ((Do you work on Saturdays?")
Soc17*	Make and respond to invitations and offers in person using simple language. (Do you want a ride home? - "Yes, thank you.")
Soc 18*	Ask permission to use or to do something. ("Can I smoke here?")
Soc 20	Ask simple questions about another person's name and background

ENVIRONMENT - MELT COMPETENCIES:

Tim 10*	Ask about and give dates when asked. (When is your daughter's birthday? - "November 23rd.")
Tim 11*	Write the date as requested on a variety of forms.
Tim 12	Ask and answer questions using general time phrases.(When does school start? - "Next Monday." - When did you come to the US.? -"Last year.")
Tim 13	Read and write clock time. (A quarter after ten --- 10:15; Twenty minutes to eleven --- 10:40)
Soc 21	Identify major United States holidays ("New Years Day"; "Thanksgiving"; etc.)

ELM BRANCHES OUT! - LEVEL THREE - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

HEALTH - MELT COMPETENCIES:

Cla 10*	Ask someone to spell or write something. ("Can you write it for me?")
He 15 *	Ask about and follow simple instructions for using medicine. ("How much?"; "How many?")
He 16 *	State symptoms associated with common illness. ("I have diarrhea.")
He 17 *	Read the generic names of common non-prescription medicines. (Aspirin; cough syrup)
He18 *	Read and follow directions on medicine labels, including abbreviations. (Take 2 tsp. 3 times a day)
He 19	Ask for assistance in locating common non-prescription medicines. ("Where is the aspirin?")
He 20	Follow simple oral instructions about treatment. (Stay in bed. Take one pill every day.)
He 21	Locate facilities within a hospital by reading signs. (X-ray; cafeteria)

SHOPPING - MELT COMPETENCIES:

Mon 7	When incorrect change is received, identify and request correct amount of change from purchase. ("Excuse me, my change should be $5.00.")
Sho16	Read prices and weights of various food items and determine best buy by comparing. ($1.80 / LB.)
Sho17	Respond to cashier's questions concerning means of payment. (Cash or charge? - "Cash.")
Sho18	Request a different size or price. ("Do you have a gibber one?")
Sho19	Ask for a receipt. ("Can I have a receipt, please?")

MONEY / BANKING - MELT COMPETENCIES:

Ban 5 *	Write a check.
Ban 6	Fill out a money order, including date, amount, name of addressee, own name & signature.
EFJ 13	Answer basic direct questions about pay, work availability, and hours. (Is $4.00 an hour OK? - "Yes", When can you start? - "Tomorrow."; Can you work nights? - "Yes.")
Hou 10*	Identify total amount due on monthly bills. (Amount Due: $35.87)

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

Dir 9 *	Give simple directions to a place. (("Turn right / left. Go to the third house.")
Dir 10	Identify own home and major streets or landmarks on a simplified map. (I live on 22nd Street.")
Tra 7 *	Respond to and ask basic questions about one's own or others' departure/arrival times. ("When are you leaving?")
Tra 8 *	Respond to common requests. (Please move to the back of the bus.)
Tra 9 *	Ask when or where to get off or on a local bus / train. ("I'm going to the post office. Where do I get off?")
Tra 10	Buy bus, plane, or train tickets. ("I'd like a one - way ticket to Chicago.")
Tra 11	Read common signs in an airport or bus / train station. To Gates 6 - 14; Tickets)

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ELM BRANCHES OUT! - LEVEL THREE - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

OCCUPATIONS - MELT COMPETENCIES:

EFJ 8*	Respond to specific questions about previous work experience using short phrases, including occupation(s), length, and dates of employment. (What was your job? - "Cook" - How long? - "Ten years")
EFJ 9*	Fill out a simple job application form, excluding previous or current occupations and dates of employment.
EFJ 11*	Inquire about job openings and determine a time for an interview in person. (("Is there a job opening for a housekeeper?" - Yes. - "What time can I interview?" - Monday, at 9:00.)
EFJ 12*	State own situation in regard to work shifts, starting date, specific hours, and payday. ("I can work 3 to 11?")
EFJ 14	Express concerns and fears about the job in simple terms. ("The job is dangerous.")
EOJ 16*	Follow simple oral instructions which contain references to places or objects in the immediate work area.
EOJ 17*	Modify a task based on changes in instructions. (Wait! Don't use that.)

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CmS 9*	Report location and problem in an emergency outside the home. ("Help! There's a robbery at 10 Main Street!")
Hou 9**	Ask for information about housing, including location, number of and types of rooms, rent, deposit, and utilities. ("Where is the apartment?" , "How many rooms are there?", "How much is the rent?")
Hou 11**	Arrange a time with the landlord to make household repairs, in person. ("Can you fix the furnace this morning?")
Hou 12	Describe own housing situation, including cost and size and number of household members. ("My apartment is too small.")
Hou 13	Make simple arrangements to view housing in person. ("Can I see the apartment this afternoon?")
Tra 12	Read common traffic and pedestrian signs. (ONE WAY, KEEP RIGHT, NO PARKING)

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ELM BRANCHES OUT! - LEVEL FOUR - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

PERSONAL INFORMATION - MELT COMPETENCIES:

Cla 13*	Spell or write something for purposes of clarification.
Cla 14*	Repeat instructions to verify comprehension. (Go to Room 4. - "Room 4?")
CmS 12	Fill out a change of address form, with assistance.
EFJ 19	Answer basic questions about educational background, including dates and location (s) (by country). (What is your educational background?)
EFJ 20	State long-term work goals. ("I'd like to be a supervisor.")
HE 28	Fill out a simple insurance form with assistance.

DESCRIBING - MELT COMPETENCIES:

He 23*	Describe own emotional state and explain the reason for it. ("I am sad because I think about my family in Cambodia.")
He 29	Respond to simple questions about physical condition or disability. (Do you have any health problems?--" I have allergies.")
EOJ 19*	Give simple one-step instructions to co-workers. ("Put the tools over there.")
EOJ 23*	Report specific problems encountered in completing a task. ("I don't have any more paper.")
Hou 14*	State housing needs and ask specific questions about cost, size, accessibility to transportation and community services, and basic conditions for rental-date available, number of persons allowed, in person. ("When is the apartment available?"; "Where is the nearest bus stop?")

RELATIONSHIPS - MELT COMPETENCIES:

EOJ 21*	Respond to supervisor's comments about quality of work on the job, including mistakes, working too slowly, and incomplete work. ("I'm sorry. I won't do it again.")
Soc 24	Talk about personal interests, recreation, or hobbies. ("I like to cook.")
Soc 26	Thank someone for help or for a gift in a variety of ways. ("Thank you for the gift. It's very nice.")
Tel 7*	When answering the telephone, locate the person requested or indicate that the person is not here, and take the name and telephone number of the caller when necessary. ("Yohanis isn't here.")

ENVIRONMENT - MELT COMPETENCIES:

EOJ 22*	Give specific reasons for sickness, absence, or lateness. ("I had the flu. I had to go to the doctor.")
Hou 15*	Make arrangements with the landlord to move in or out of housing, including return of deposit. ("I'd like to move in on June 19.")
Hou 17	Ask about and follow special instructions on the use of an apartment or housing. (Take out the garbage on Thursdays.)
Soc 22*	Give basic information about the journey from the native country to the U.S. ("I went by boat to Indonesia. I stayed in a refugee camp for two years.")
Soc 25	Ask for information about some common practices on major American holidays in simple terms. ("What do people do on Thanksgiving?")

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ELM BRANCHES OUT! - LEVEL FOUR - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

HEALTH - MELT COMPETENCIES:

He 22*	Ask a doctor or nurse about own physical condition or treatment plan using simple language. ("What's the problem/matter? Can I go to work?")
He 24*	Make a doctor's appointment on the telephone, giving name, address, telephone number, and nature of the problem, and request a convenient day and time --- after school or work hours.
He 25*	Change or cancel a doctor's appointment in person. ("I'd like to cancel my appointment on March 10.")
He 26	Report lateness for a medical appointment by telephone. ("I'm going to be 30 minutes late. Is that OK?")
He 27	State results of a visit to a doctor/clinic/hospital to employer or teacher. ("The doctor says I can come back to work.")

SHOPPING - MELT COMPETENCIES:

Sho 20*	Express a need to return/exchange merchandise and state satisfaction/dissatisfaction with an item in terms of color, size, fit, etc. ("This is too big.")
Sho 21	Read supermarket/department store newspaper ads or use coupons for comparative shopping (FLORIDA ORANGES, 5 LB. BAG $1/79)
Sho 22	Locate items in a supermarket/store by reading common section/department signs. (PRODUCE; HOUSEWARES)
Sho 23	Read a variety of store signs indicating sales or special prices. (REDUCED; TODAY ONLY)
Sho 24	Request a particular color or style of clothing. ("Do you have this in light blue?")

MONEY / BANKING - MELT COMPETENCIES:

Ban 7*	Fill out deposit/withdrawal slips.
Ban 8	Buy and fill out an international money order.
CMS 13	Ask simple questions to determine correct postage. ("How much is this letter by airmail?")
Hou 16*	Question errors on household bills in person. ("There's a mistake on my telephone bill. I didn't make these long-distance calls.")
Mon 8	Report problems in using coin-operated machines. ("I LOST A QUARTER IN THE MACHINE.")

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

Cla 12*	Ask for clarification using a partial question with appropriate gestures. (Go to the cafeteria. "Go to..?")
Dir 11*	Find a place by following simple written directions. (GO TWO BLOCKS. TURN LEFT.)
Soc 22*	Give basic information about the journey from the native country to the U.S. ("I went by boat to Indonesia. I stayed in a refugee camp for two years.")
Tra 13*	Ask where a bus/train is going, where it stops, and which buses/ trains stop at a given stop. ("Which bus stops at Main Street and Second Avenue?")
Tra 14*	Read an arrival/departure information aboard in an airport or bus/train station.

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ELM BRANCHES OUT! - LEVEL FOUR - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

OCCUPATIONS - MELT COMPETENCIES:

EOJ 20*	Follow simple two-step instructions on the job. (Take this and put it on the shelf.)
EOJ 24	Read first name and department on employer name tags. (ROSE. DEPARTMENT 10)
EFJ15*	Read want ads and identify skills needed for a job.
EFJ16*	Describe previous work experience, job skills, qualifications and training, including degrees of ability. ("I can fix trucks"; "I have a lot of experience.")
EFJ 17	Read signs and notices posted at a work-site, agency, etc., advertising positions available; ask for clarification if necessary. Indicate several general types of entry-level work in the U.S. and their respective duties, qualifications, and working hours. ("Factory work"; "sort parts"; "no experience required" "full-time.")
Hou 18	Ask about and follow instructions for using/maintaining common household equipment and facilities-defrosting the refrigerator, lighting the pilot, using laundry facilities. ("How do I turn on the heat?")

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CmS 11	Read and interpret common signs regarding hours in public areas. (PARK CLOSED 6:00)
Hou 19	Ask to borrow basic tools and household items from a neighbor. ("Excuse me, can I borrow a hammer?")
Tel 8*	Respond appropriately when making or receiving a wrong number call. ("I'm sorry you have the wrong number.")
Tel 9	Make a long-distance call by direct dialing, or with the help of an operator.

ELM BRANCHES OUT! - LEVEL FIVE - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

PERSONAL INFORMATION - MELT COMPETENCIES:

SOC 28*	Answer questions about differences between the native country and the United States in simple terms. ("In this country, my wife works. I take care of the children.")
SOC 29*	Ask about the appropriateness of actions according to customs/culture in the United States. ("Is itall right to wear my shoes in the house?")
SOC 30*	Ask for other assistance. ("I'm going to the supermarket. Can I get anything for you?")
SOC 31*	Request advice about resolving personal problems. ("I had an accident. What should I do?")
SOC 32	Identify others by description and location rather than by name. ("The woman with the long hair and brown skirt"; "The man on the left.")
TEL 10*	Take a short telephone message. ("Dr. Smith called. Call him back at 10:00")
TEL 11*	Leave a short message. ("This is Tran. I'll call back at 9:00")
TEL 12*	Use the telephone book to find telephone numbers.
TEL 13	Use the telephone book or call the information operator to get area codes, long distance rates, or telephone numbers not listed in the directory.
TEL 14	Respond appropriately to recorded messages and instructions. (At the sound of the tone, leave your name and number. - "This is Tran. Please call me. My number is...")

HOUSING - MELT COMPETENCIES:

HOU 20*	Arrange for installation or termination of household utilities. (I'd like to have a telephone installed as soon as possible.")
HOU 21*	Question errors on household bills on the telephone. ("I have one phone. Why am I charged for two phones?")
HOU 22*	Explain the exact nature or cause of a household problem. ("The bathroom sink is leaking. There's water all over the floor.")
HOU 23	Read classified ads and housing notices.
HOU 24	Read utility meters and bills.
HOU 25	Make complaints to and respond appropriately to complaints from neighbors or the landlord. ("Your dog barks too much. We can't sleep. Can you keep him quiet?")

RECREATION - MELT COMPETENCIES:

CMS 20	Ask for information about and locate on a map recreational facilities and entertainment. ("Where can I go fishing?")
SOC 27*	Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc. ("What are you going to do this weekend?" - "I'm going to a soccer game.")
SOC 33	Decline an invitation or postpone a social engagement. ("I'm sorry. I'm busy tomorrow. Can we go shopping next Saturday?")

ENVIRONMENT - MELT COMPETENCIES:

CMS 16	Respond to serious weather conditions based on a TV, radio, or telephone warning. (There's a tornado watch until 10:00 tonight.)
SOC 27*	Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc. ("What are you going to do this weekend? I'm going to a soccer game.")

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ELM BRANCHES OUT! - LEVEL FIVE - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

HEALTH - MELT COMPETENCIES:

HE 30*	Telephone or write a simple note to school/work explaining own or child's absence due to illness. ("My daughter was absent yesterday because she has the flu.")
HE 31*	Read warnings, storage directions, and emergency instructions. (REGRIGERATE AFTER OPENING, KEEP OUT OF THE REACH OF CHILDREN)
HE 32*	Describe general medical history orally, including names of major illnesses. ("I had hepatitis in 1980.")
HE 33*	Respond to questions about means of payment. (Do you have Medicaid or personal insurance? - "Medicaid.")
HE 34	Fill out a simple medical history form with assistance. May use bilingual materials if needed.
HE 35	Explain own and others' health problems in detail. ("My back hurts when I lift heavy objects.")
HE 36	Does not exist.
HE 37	Offer advice for health problems. ("You've been sick for a long time. Why don't you see a doctor?")

SHOPPING - MELT COMPETENCIES:

SHO 25	Ask about and follow oral instructions for care of clothing or read labels on clothing in symbols and words.(Wash in cold water.)
SHO 26	Read names of different types of stores. (HARDWARE; JEWELRY)
SHO 27	Ask about and understand basic information about store hours, products and prices over the telephone. ("Do you make keys?")

MONEY / BANKING - MELT COMPETENCIES:

BAN 9*	Fill out the required forms to open a checking or savings account with assistance.
BAN 10	Read a savings and checking account statement.
CLA 16	Ask for clarification by giving alternatives. ("Fifteen or fifty?")

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

DIR 12*	Follow and give multiple-step directions to specific places within a building. ("Go to the second floor and turn right. It's the third door on the left.")
DIR 13	Use a map to find a place.
TRA 15	Read printed bus/train schedules.

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ELM BRANCHES OUT! - LEVEL FIVE - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

OCCUPATIONS - MELT COMPETENCIES:

CLA 15*	Identify which part of instructions or an explanation was not understood. ("I don't understand what to do after I put these away.")
CLA 17	Rephrase one 's own explanation/statement. (He's not here." - What? - "He's absent.")
EFJ 22*	Begin and end an interview appropriately; answer and ask questions and volunteer information, if necessary.
EFJ 23*	Find out about benefits for a new job. ("What kinds of benefits are available?")
EFJ 24*	State own ability to use tools, equipment, and machines. ("I can operate a fork lift.")
EFJ 25*	State own strengths related to work. ("I learn quickly.")
EFJ 26	Respond appropriately to an employer's decision about a job, whether accepted or rejected. (I'm sorry, but the job is filled. - "Do you have any other openings?")
EOJ 25*	Respond to multiple-step oral instructions without visual references. (Take the box in the mailroom and put it on the top shelf.)
EOJ 26*	Briefly explain a technique or the operation of a piece of basic equipment to a co-worker. May use gestures or a demonstration. ("You have to loosen the screw and raise it up.")
EOJ 27	State intention to resign and give reasons for resigning from a job. ("I'm going to quit my job in threeweeks because I'm moving.")
EOJ 28	Request a letter of reference. ("Could you write a reference for me?")

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CMS 14	Write a note or call to explain an absence from school. ("I was absent yesterday because I went to the dentist.")
CMS 15	Respond to a postal clerk's questions regarding custom forms and insurance forms for domestic and overseas packages. (What's inside? - "Clothing." What's the value? - "$25.00")
CMS 17	Inquire about the availability of vocational training or adult basic education programs. ("Is there a welding class that I can take?")
CMS 18	Read and respond appropriately to written communication from child's school --- shortened school day, vacation, parent-teacher meeting.
CMS 19	Read basic information on a child's report card. (P = PASS; F = FAIL)
CMS 21	Fill out postal forms, such as letter registration forms, without assistance.
CMS 22	Arrange daycare or pre-school for own children. ("I'd like to enroll my daughter in pre-school.")

CURRENT EVENTS - MELT COMPETENCIES:

SOC 28*	Answer questions about differences between the native country and the United States in simple terms. ("In this country, my wife works. I take care of my children.")
SOC 29*	Ask about the appropriateness of actions according to customs / culture in the United States. ("Is it all right to wear my shoes in the house?")
SOC 31*	Ask for or offer assistance. ("I'm going to the supermarket. Can I get anything for you?")

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ELM BRANCHES OUT! - LEVEL SIX - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

PERSONAL INFORMATION - MELT COMPETENCIES:

PER 17* Describe self and members of immediate and extended family, giving specific details about background.

HOUSING - MELT COMPETENCIES:

HOU 26* Ask about and describe landlord/tenant responsibilities. ("The landlord has to pay for the gas.")

HOU 27 State needs and ask specific questions about housing or a rental agreement by telephone. ("Is the rental agreement for one year or two years?")

RECREATION - MELT COMPETENCIES:

CMS 24 Obtain information about local public recreational facilities and entertainment from pre-recorded messages.

ENVIRONMENT - MELT COMPETENCIES:

CMS 26 Read information about education, health, and other community services in a community newsletter.

HEALTH - MELT COMPETENCIES:

CMS 27 Accompany and assist a person at a clinic or in an emergency room.

EOJ 35 Read and fill out health insurance forms with the use of bilingual reference materials.

HE 38 Fill out a standard medical history form with assistance.

HE 39 Read about and describe some possible side effects of medication. (DROWSINESS MAY RESULT.)

HE 40 Read routine clinic notice/reminders --- hours, payment requirements, policies concerning canceled appointments.

SHOPPING - MELT COMPETENCIES:

SHO 28 Read food labels and follow directions for preparing food.

MONEY / BANKING - MELT COMPETENCIES:

EOJ 37 Ask about regular paycheck deductions and question irregularities. ("Why is my FICA deduction more this month?")

MON 9 Write information related to personal income on forms, such as employment and training applications.

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

DIR 14 Give specific instructions in person to a place which is marked clearly on a map. ("Go north three blocks. Turn right on 10th Street. The Post Office is on the left.")

TRA 16 Fill out a state driver's license application.

TRA 17 Ask for information in order to purchase a used car. ("What's the mileage?")

TRA 18 Answer a police officer's questions regarding a car accident or traffic violation. (How fast were you going? - "55")

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ELM BRANCHES OUT! - LEVEL SIX - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

OCCUPATIONS - MELT COMPETENCIES:

CLA 18*	Respond to a listener's need for clarification of own speech by rephrasing. ("Take the box in the hall to the office." - What? - "There is a box in the hall. Take it to the office.")
EFJ 27*	Make a follow-up call about a job application. ("Did the manager review my application?")
EFJ 28*	Use a telephone to inquire about advertised and unadvertised job openings for an interview. ("Do you have any job openings?" - Yes, we do. - "What jobs are available?")
EFJ 29	Discuss job advancement opportunities, requirements, and procedures with supervisor or counselor. ("I'd like to apply for the position of supervisor. What are the procedures?")
EFJ 30*	Write a basic resume with assistance.
EOJ 29*	Report and describe the nature of problems on the job. ("The stairs are dangerous because they're wet.")
EOJ 30	Read a simple work memo, asking for assistance if necessary.
EOJ 31	Fill out accident report forms with assistance.
EOJ 32	Teach a routine task to a co-worker using step-by-step verbal instructions and some demonstration.
EOJ 33	Read own employment reviews, including explanations of promotion or probation.
EOJ 34	Read most simplified on-the-job audio-visual training materials for entry-level jobs.
EOJ 36	Read basic non-technical personnel policies and benefit documents with assistance, if needed.

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CMS 23*	Assist others in reporting an emergency with limited translation as necessary.
CMS 25	Ask about services provided by a public library. ("Can I renew these books?"; "Can I borrow records?")
CMS 26	Read information about education, health, and other community services in a community newsletter.
TEL 15	Use the yellow pages of the telephone book to find specific types of businesses, products, and services.
TEL 16	Make and receive collect and person-to-person, operator-assisted calls.

CURRENT EVENTS - MELT COMPETENCIES:

PER 17*	Describe self and members of immediate and extended family, giving specific details about background.
EOJ 29*	Discuss job advancement opportunities, requirements, and procedures with supervisor or counselor. ("I'd like to apply for the position of supervisor. What are the procedures?")
CMS 25	Ask about services provided by a public library. ("Can I renew these books?"; "Can I borrow records?")
CMS 26	Read information about education, health, and other community services in a community newsletter.

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ELM BRANCHES OUT! - LEVEL SEVEN - MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

PERSONAL INFORMATION - MELT COMPETENCIES:

PER 18* Fill out a variety of forms including --- but not limited to --- credit applications, tax forms, medical forms, and school registration forms.

HOUSING - MELT COMPETENCIES:

HOU 28* Ask about and answer questions regarding a lease or rental agreements.
HOU 29 Read a non-simplified housing leaseor rental agreement and fill it out with assistance.

RECREATION - MELT COMPETENCIES:

SOC 34* Initiate and maintain a conversation about movies, TV shows, sports events, and speakers / formal talks on most non-technical subjects.
SOC 35 Order a meal from a menu in a restaurant.
SOC 36 Respond to and make invitations over the telephone. ("Would you like to go shopping tomorrow?"; "Yes, I would.")
SOC 38 Enter into ongoing social conversations on a variety of topics.
TEL 17* Use the telephone to make routine social plans.
TEL 18* Use the telephone to obtain entailed information about products, services, and entertainment.

ENVIRONMENT - MELT COMPETENCIES:

SOC 37 Get information about the weather, time, business hours, etc., from most recorded announcements.

HEALTH - MELT COMPETENCIES:

HE 41 Read immunization requirements for school or work.

SHOPPING - MELT COMPETENCIES:

CMS 30 Order merchandise by mail.
CMS 31 Report problems about mail order merchandise by telephone or in a letter. ("I haven't received my order yet. It's two weeks late.")
SHO 29 Write a letter to question a bill.
SHO 30 Read consumer protection laws and product warranties.

MONEY / BANKING - MELT COMPETENCIES:

BAN 11 Fill out a loan application with assistance.

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

DIR 15* Write and follow simple directions to a place which are given over the telephone.
TRA 19 Fill out a car accident report.
TRA 20 Describe common car problems in need of repair. ("My car won't start.")
TRA 21 Ask and answer questions and read information related to buying car insurance.
TRA 22 Get detailed long-distance travel information over the telephone such as schedules and costs. ("What's thecheapest way I can fly round-trip from New York to San Francisco?")

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ELM BRANCHES OUT! - LEVEL SEVEN- MELT COMPETENCIES

Student Competency Check Sheet

Name:_____ Date: _____

OCCUPATIONS - MELT COMPETENCIES:

- EFJ 31 Write a cover letter and follow-up letter when applying for a job, with assistance.
- EOJ 38* Read written safety regulations and operating instructions for tools and equipment.
- EOJ 39 Explain a technique or the operation of a complicated machine, such as a drill press.
- EOJ 40 Initiate and maintain conversations at the work-site, such as the advantages or disadvantages of joining a union.
- EOJ 41 Write a short work memo.

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

- CMS 28* Report a suspected loss or theft. ("I didn't get my check in the mail. I think someone stole it.")
- CMS 29 Get information from local media sources --- newspaper, TV, and radio --- on education, legal aid, health, and other community services --- to obtain a fishing license, legal advice, etc.
- SOC 37 Get information about the weather, time, business hours, etc., from most recorded announcements.

CURRENT EVENTS - MELT COMPETENCIES:

- SOC 34* Initiate and maintain a conversation about movies, TV shows, sports events, and speakers/formal talks on most non-technical subjects.
- SOC 38 Enter into ongoing social conversations on a variety of topics.
- CLA 19* Paraphrase complex ideas or difficult concepts.

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NCC MONTHLY LEARNING EVALUATION
ABE/GED

Name:_____ Class_____ Date:_____

This month I learned:

_____
_____
_____

This month I wrote:

_____
_____
_____

This month I read:

_____
_____
_____

How I can apply what I've learned to my role in life as a Worker:

_____
_____
_____

As a Family Member:

_____
_____
_____

As a Community Member:

_____
_____
_____

Areas in which I am making progress:

_____
_____
_____

I would like to learn:

_____
_____
_____

JDS06

NCC MONTHLY LEARNING EVALUATION
WORKPLACE

Name:_____ Class:_____ Date:_____

This month I learned:

_____
_____
_____

This month I wrote:

_____
_____
_____

This month I read:

_____
_____
_____

How I can apply what I've learned to my role in life as a Worker:

_____
_____
_____

How I can apply what I've learned in my roles as a Family Member and as a Community Member:

_____
_____
_____

Areas in which I am making progress in class:

_____
_____
_____

Areas in which I am making progress on the job:

_____
_____
_____

I would like to learn:

_____
_____
_____

JDS07

NORTHAMPTON COMMUNITY COLLEGE
PORTFOLIO WORK COVER SHEET

Name: _____ Date: _____
Class: _____ Teacher's Name: _____

Type of learning
activity: _____

I have included this learning activity in my portfolio
because: _____
_____
_____

By working on this activity I learned: _____
_____
_____

Parts of this learning activity sample I like are: _____
_____
_____

Parts of this learning activity sample I would like to improve
are: _____
_____
_____

This learning activity will help me do something in my life outside of school. [Circle one]

1 Not at all 2 Some 3 A lot

What will it help you do?
_____
_____
_____

Teacher's signature: _____
Comments: _____
_____
_____
_____

JDS01

STUDENT ASSIGNMENT SHEET

NAME _____ CLASS _____

SUBJECT	COMPETENCY/TOPIC	TEXT	ASSIGNMENT	DATE COMPLETED
READING				
	1		1	
	2		2	
	3		3	
	4		4	
	5		5	
	6		6	
	7		7	
	8		8	
	9		9	
	10		10	
	11		11	
	12		12	
	13		13	
	14		14	
	15		15	
WRITING				
	1		1	
	2		2	
	3		3	
	4		4	
	5		5	
	6		6	
	7		7	
	8		8	
	9		9	
	10		10	
	11		11	
	12		12	
	13		13	
	14		14	
	15		15	
MATH				
	1		1	
	2		2	
	3		3	
	4		4	
	5		5	
	6		6	
	7		7	
	8		8	
	9		9	
	10		10	
	11		11	
	12		12	
	13		13	
	14		14	
	15		15	

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Writing Products [Examples]

The following are a few examples of writing products. I'm sure you can think of more.

- Autobiographical sketch
- Personal narrative
- Fictional story
- Journal entry
- Lists, labels
- Letter of invitation
- Fable
- Sign
- Directions
- Rules
- Process essay
- Research Report
- Letter to the editor
- Resume / letter of application
- Letter to the landlord
- Thank-you note
- Formal speech / presentation
- Skit

35

Learner competencies help link instruction to assessment

by Barbara Van Horn

Discussion about adult learner competencies, competency-based assessments, and adult learner outcomes are not new. Current interest in competencies, however, focuses on several intertwined areas of concern to adult educators: need for improved program accountability, changes in adult education legislation and funding, and concerns about the effectiveness of current adult curricula and assessment practices. Several states have undertaken initiatives to develop statewide adult learner competencies that are used to plan program improvements and guide assessment. The National Institute for Literacy's Equipped for the Future initiative also is designing a standards-based system for reform that focuses on adults' roles and purposes for learning.

Pennsylvania's adult learner competencies focus on basic communication, numeracy, higher-order, and extended literacy skills. This approach provides a framework for:

- reflecting on instructional and assessment practices and developing program improvement plans;
- focusing on skill development and skill transfer across contexts;
- designing contextualized curricula that embed skill development and applications within adult contexts; and
- linking curricula to program assessment plans.

Finally, the competencies provide the Bureau of Adult Basic and Literacy Education with a framework that can be used to expand efforts to document learner gains and, ultimately, contribute to improved accountability procedures for ABLE programs.

The adult learner competencies are listed in three levels: basic or Level 1 (grade equivalent 0-4), intermediate or Level 2 (grade equivalent 5-8), and advanced or Level 3 (grade equivalent 9+) skill achievement. Competencies in each level represent skill goals that learners should accomplish before progressing to learners are striving toward rather than where the learners are currently functioning. Progress can be measured through the standardized assessments with which the competencies are linked and through informal measures documenting the learner's ability to apply selected skills in various contexts.

Within each level, competencies are organized by communication (i.e., reading, listening, writing, and speaking), numeracy, higher-order, and extended literacy skills, which are based on SCANS competencies (Secretary's Commission on Achieving Necessary Skills; see below). Skills may be repeated throughout levels, since learners tend to refine and expand their proficiency throughout the educational process. For example, adults at Level 1 in reading may learn and practice basic comprehension strategies; however, application of the strategies will become more complex as they apply skills to more difficult materials and topics.

To be most effective, these skill competencies should be applied in adult contexts (i.e., family, work, community). Instructors are encouraged to think in terms of contextual education to address learners' knowledge, skills needs, and interests. This perspective has several benefits for learners:

- **Instruction is based on adults' desire for access to relevant and useful information.** The skills competencies are not meant to be a checklist; they are meant to be used as a tool to assist in reconceptualizing ABLE curricula and effective practice. Program staff can use the competencies as a framework to support instruction focused on teaching basic skills within contexts meaningful and applicable to adults' lives.
- **Although the basic skills provide an instructional focus, these skills are learned within a relevant and meaningful context.** This approach supports both learners' and practitioners' instructional needs. Learning and improving skills involve extensive practice. Many adults are more interested in learning [illegible] specific tasks related to daily living than in practicing skills—even when practicing the skills would help them be more successful in completing the selected task. The context, therefore, provides motivation and sustains interest. On the other hand, teaching individuals to perform a task can present obstacles for instructors since several skills are often embedded in the task. Instructors may find it difficult to identify the underlying skills necessary for completing the task successfully. In addition, it is often difficult to identify the learners' skill strengths and weaknesses based on their ability to perform the task. For example, if learners cannot interpret medicine labels, does it mean that they cannot decode the words, understand the vocabulary or measurements, or comprehend the sequence of instructions? Therefore, instructors can improve their practice by focusing on building proficiency in the underlying skills within a context that interests the learners.
- **Targeting specific skills and their application in different contexts fosters skill transfer.** Adult learners can improve their ability to transfer the application of skills to different contexts through practice. Therefore, instructors might provide learners with opportunities to apply specific skills competencies learned in one context (e.g. family-related problem-solving) to a workplace or community context. Instructors also can support this transfer through modeling and direct instruction to make connections between the skills and contexts explicit.

The adult learner competencies developed in Pennsylvania focus on the skills of adults who are native speakers of English. Providers who work with adults for whom English is a second language will find connections between these lists and competencies traditionally taught in ESL programs; however, they should consult the results of previous work on ESL-specific competencies.

Instruction and assessment should be closely linked if programs expect learner accomplishments to be evident in assessment results. Program staff should carefully review their program's goals and instructional plans and processes when considering adoption of specific assessment instruments. The competency lists can provide a tool for exploring possible links between these two education[illegible]nts.■

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NCC ADULT LEARNER COMPETENCIES IMPLEMENTATION

What is individualized instruction?
What can instructors do?

- Build around skills and abilities, needs and goals of individual students, incorporating the PA State Competencies and EFF [Diagnose/Document/Connect to Competencies/Create Portfolios]
- Focus on students' individual needs
- Pay more attention to the instruction of students across all ranges of abilities
- Include more activities-oriented and project-oriented learning opportunities
- Increase instructors' involvement with students
- Allow students to take more responsibility for their own learning
- Allow individual students to work at their own pace
- Develop linkages to the community for educational purposes
- Get students involved in community service to help build skills and confidence. Service learning builds a bridge between students and community.
- Focus on ability to use the tools of the workplace of the future, included greater emphasis on technology.
- Focus on problem-solving and creating instead of simply reproducing knowledge
- Help learners see the competencies used in different concepts
- Adopt methods of "authentic assessment," samples of work that provide evidence of understanding and application, rather than memorization and reproduction
- Be aware of resources available. Share what you know.

*The PA Adult Learner Skills Competencies were not meant to be a checklist. They are a valuable tool that should be used as such to address learners' needs. They provide a framework to support teaching that focuses on skills that are applicable and meaningful to adult learners.

These skills should be learned within relevant and meaningful context for *all* adult learners, ABE, GED, ESL, etc.

The challenge to us, as instructors, is to focus on building proficiency in the underlying skills within a context that captures our learners' interest and fulfills their needs. Some of us have been doing much of this all along. Others will need to adapt or change their method of instructional delivery. All of us will need to work together.

ACCESSING RESOURCES AND RELATING LEARNING TO DAILY LIVING

WEBSITES:

- Library of Congress Learning Page, American Memory: http://cwebz.loc.gov/ammern/ndlpedu/activitport/start.html ["Port of Entry: Immigration" activity [and others!]
- Miami Museum of Science-[Observing Temperature] http://www.miamisci.org/hurricane/temperature.html
- Naturalization Self-Test: http://www.ins.usdoj.gov/exec/natz/natztest.asp?FormMode=INPROCESS
- "You Work Hard for Your Money" 353 Project through Tennessee Dept. of Adult and Community Ed., Contact NashREAD@aol.com or 615-255-4982, [NashvilleREAD,Inc. holds the copyright]
- Teachers Helping Teachers: http://www.pacificnet/~mandel/index.html
- Internet TESL Journal: http://wwwaitech.ac.ip/~itesl:/index.html
- NIFL [National Institute for Literacy] lots of lincs, and you can become informed on national issues in literacy and EFF: http://novel.nifl.gov/whatsnew.html
- Interactive Instruction for Adult Learners: http://www.research.umbc.edu/~ira/ResWeb.html [interesting and practical lessons in basic literacy designed for low-level literacy learners or developmentally disabled
- Song Lyrics: http://www.lyrics.ch/search/browse.html
- The Nine Planets: A Multimedia Tour of the Solar System
- TeachersFirst: http://www.teachersfirst.com

OTHER RESOURCES:

- "You Work Hard for Your Money," a 353 Project through the Tennessee Dept. of Ed., Contact NashREAD@aol.com or 615-255-4982. NashvilleREAD, Inc. holds the copyright
- Understanding Taxes Teacher's Resource Package [this is designed for high school students but can be adapted for ABE/GED] It includes a video, lesson plans, activities, and software, and is designed to enhance your teaching about the history, politics, and economics of the United States tax system, as well as teach how to prepare basic tax forms. Understanding Taxes, 600 Arch St., Rm.6424, Philadelphia, PA 19106, or phone 1-800-829-1040. All materials can be freely reproduced.
- Social Security and You: Send blank videotape with a request for Teacher's Kit to: Social Security, 4-J-8 WHR, Baltimore, MD 21235
- Check your NCC Staff Handbook and The PENNSYLVANIA ABLE STAFF HANDBOOK for lists of many other resources available.

Community Resources: Developing linkages to the community for educational purposes

[The following are some things I've included in my classes. People in the community are more than happy to help and very supportive of our literacy efforts.
Any time we have a guest or are guests, students write "thank you" notes, and so do I, and I send or hand-deliver them. This seems to work better and is more "real-life" than sitting down to a lesson on "how to write a thank you note."]

- The League of Women Voters will speak to your students about the importance [right and responsibility] of voting, and the history of the group. They will also distribute government directories.
- Your County Board of Elections will send someone to your classroom [in my case, the Assistant Chief Clerk] to speak to the class about the voting process. They will also bring a sample voting machine along, if you request it.
- The County Courthouse [and your local judges] My students have observed numerous jury selections and even trials, and have met a particular judge personally. She has made arrangements, when my class was too large, to divide students up between 3 judges and courtrooms to observe jury selection.
- Our State Representative in Monroe County, a former English teacher, spoke to my class about citizens' rights and responsibilities and how a bill becomes law. He gave students the opportunity to voice their concerns about the community, and, most importantly, demonstrated that elected officials are accessible.
- The Pennsylvania State Police will present a program on SCAMS, which is suitable for all adults. You can then build your lesson plan and follow-up plans around it.
- The Public Library will give class tours, show students how to access information, and give them library cards. [All of our students should have library cards and be encouraged to use them.] In 1997 my students worked as volunteers in the library, shelving books, because the new Monroe County facility had opened, without enough hands available to get books back on the shelves.
- A CVS Pharmacy representative [and probably other pharmacies] will come to speak to your students on topics such as poison prevention. Again, lesson plans can be built around these presenters and integrated into your curriculum.
- PNC Bank will send someone to speak to your students about banking services.
- The American Red Cross will send a trained volunteer to speak to your students about HIV/AIDS prevention. [That's how I became a volunteer.]
- Programs offered by your local medical centers may fit into your curriculum. When a new Mr. Z's opened in the Poconos, the CHIPS [Community Health] Program at Pocono Medical Center's offered a supermarket tour given to small groups by a dietician. It happened to be at a time when we were talking about nutrition/food/food shopping in class, so I called, asked, and we went.

- If you are teaching ESL and talking about foods and food shopping, call a nearby supermarket, explain what you are doing, and ask for a tour. We had a new Bi-Lo within walking distance of the Monroe Center last spring. I created a worksheet that would also incorporate a little bit about job responsibilities and would review [or teach new students] check-writing. One LEP student found meats in the case that had been mispriced, and brought it to the attention of the store manager.

- Meet ESL students at the mall to reinforce what they learned during a shopping unit. Karen Layton does a "scavenger hunt" with her students there and at the Crossings Outlet. I call it "Mall Navigating." [Just talk to the mall staff beforehand] Whatever you call it, make learning interesting and relevant, use hands-on "stuff," and share what works with other instructors.

[I would be happy to share any of my lesson plans with you at any time.]

Project-Oriented and Service-Based Learning Opportunities:

"Around the World" activity-oriented example. [See EFF Teacher/Tutor Activity Planning Log, dated 2-18-98 and Teacher/Tutor Evaluation Log, dated 2-20-98]

"Reading at the Pocono Elementary School" project-oriented example. [See EFF Teacher/Tutor Activity Planning Log, dated 2-23-98, "Reading at the Pocono Elementary School Checklist, and Teacher/Tutor Evaluation Log, dated 2-26-98]

The PA Adult Learner Skills Competencies are a "Framework for Developing Cirricula in Adult Contexts and Linking Instruction to Assessment."

- "Competencies represent skill goals that learners should accomplish before progressing to the next level; they describe skills that learners are striving toward rather than where the learners are currently functioning."
- "The skills competencies are not meant to be a checklist; they are meant to be used as a tool to assist in reconceptualizing ABLE cirricula and effective practice."
- "Program staff can use the competencies as a framework to support instruction based on teaching basic skills within contexts meaningful and applicable to adults' lives."
- "To be most effective, these skills should be applied in adult contexts [i.e., family, work, community].
- "Instructors are encouraged to think in terms of contextual education to address learners' knowledge, skills needs, and interests."

PA SKILL COMPETENCIES AND THE TABE TEST *

	TABE, FORMS 7 & 8
Level 1 [Basic]	
[Learners' skills range from minimal up to a traditional pre-GED level, grade equivalent 0-4]	**Literacy; Level E or M**
Level 2 [Intermediate]	
[Learners' skills range from pre-GED up to GED preparation level, grade equivalent 5-8]	**Level M or D**
Level 3 [Advanced]	
[Learners' skills range from GED prep. to post secondary prep., grade equivalent 9+]	**Level D or A**

* From pg. #48, Adult Learner Skills Competencies, 353 Project, B. Van Horn, L. Reed-Morrison

'Equipped for the Future' and accountability

by Sondra Stein

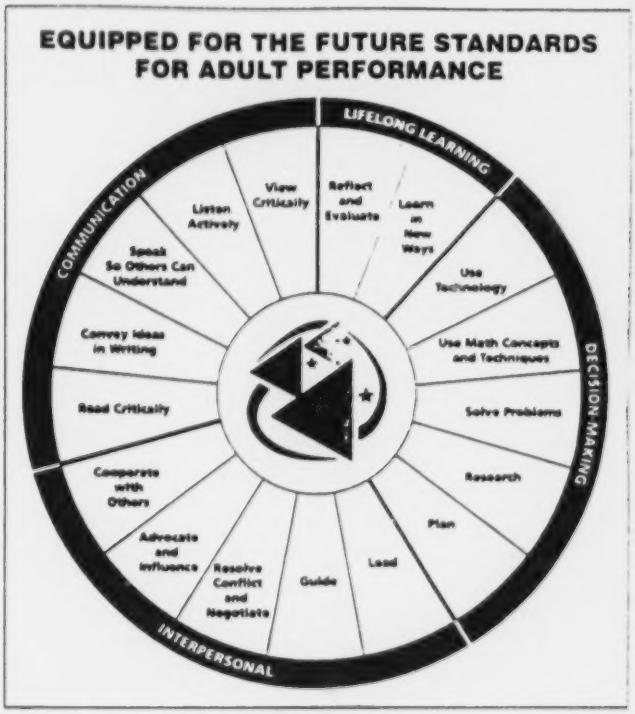
The '90s have seen a heightened interest in accountability at both the state and federal levels. *Equipped for the Future* (EFF) is the National Institute for Literacy's (NIFL) effort to address this concern by developing a framework for accountability that enables us to define and count our successes—as teachers, as programs, and as a system—in terms that: 1) reflect the real needs of learners, 2) reflect what we really teach in our classes, 3) make sense to members of the communities in which our programs operate, and 4) make sense to our funders and policymakers.

EFF began as a partnership between NIFL and the National Education Goals Panel to develop a clear, measurable picture of the National Adult Literacy and Lifelong Learning Goal: "By the year 2000, every adult will be literate, and possess the knowledge and skills requisite to compete in a global economy and exercise the rights and responsibilities of citizenship."

Our first step was to ask adult learners around the country to tell us what achievement of this goal looked like in their lives. Their answers focused us on four fundamental purposes for learning:

Equipped for the Future content and performance standards are the next step in developing a framework for accountability.

Access, Voice, Independent Action, and Bridge to the Future. Their responses also pushed us to take a closer, more systematic look at how broad social and economic changes were impacting adults' daily responsibilities as parents, citizens, and workers. With their help, and that of hundreds of other adults around the country, we created "role maps" that reflect a consensus vision of how adult roles *are* changing, and what new skills and new levels of competence they require. This vision is the basis of the EFF Content Framework for Adult Learning. It focuses us on the knowledge and skills adults need to achieve the four purposes in relation to their roles as workers, parents and family members, citizens and community members. This is why we say that EFF focuses on results that matter.



RESULTS THAT MATTER

Right now, the K-12 system provides the most commonly used framework for measuring and reporting success in adult literacy and basic skills. That framework focuses on building a step-by-step foundation of skills and knowledge that will enable young people to carry out their adult responsibilities in the future. It is not appropriate for measuring and reporting success for adult students who are interested in *applied learning at a functional level that enables them to be effective in carrying out their responsibilities right now—as well as in the future.* This framework does not enable us to count much of the learning that goes on in our classrooms and tutorials, since there is no room here for the self-development, goal setting, and interpersonal skill development that are critical for adults who need to "take responsibility for assuring work quality, safety, and results" at work; "participate in group processes and decision making" as a citizen; "support children's formal education" and "provide opportunities for each family member to experience success" as a parent/family member. These are, truly, results that matter to learners and communities and funders.

A desire to focus more directly on such results has led a number of states to move away from the K-12 framework, and take a competency-based approach to assessment and instruction. This makes sense, instructionally, since it breaks down learning into manageable chunks. Learners can see success. What they can't see is the big picture—where this individual success "fits" in terms of broader role competence. That's what the EFF Framework adds to competency-based approaches. If we thought about the hundreds of individual competencies within the CASAS framework as pieces in a jigsaw puzzle, we could say that the EFF role maps and content framework provide the picture on the puzzle box that enables a learner to define the outlines of competence so that he or she can fill in the pieces to build effective role performance.

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STEIN *Continued from page 24*

Equipped for the Future content and performance standards are the next step in developing a framework for accountability. Content standards will embody the vision of what adult literacy programs can achieve in clear, measurable objectives that describe the knowledge and skills that are both necessary and sufficient for effective performance across a wide variety of adult life contexts. Adults who demonstrate they can meet the standards will not just have a set of basic skills. They will have skills they can apply in carrying out their roles as citizens, parents, and workers. That's what we mean by delivering results that matter.

Twenty-five literacy programs in 12 states—including Pennsylvania—are working with NIFL as development partners. By using the standards and standards framework in their programs, they will help us figure out how to make the standards useful and appropriate tools for teaching and learning, as well as for assessing progress and success.

The result of all this work will be an accountability framework for the adult literacy and basic skills field that enables us to focus measurement and reporting—as well as assessment and instruction—on results that matter to adult learners, communities, employers, funders, and policymakers. If the framework makes sense, then programs will be able to use it as the basis for their reporting requirements. At that point EFF will move from a framework for teaching, learning, and assessment to one that enables and encourages system reform.

What does this mean? Having agreed as a field on which results are important to achieve, our field can focus our energies and resources on determining and putting in place the conditions that favor achievement of those results for more adult learners. We will have an accountability framework that enables us to measure results that matter and to continually fine-tune our programs to make them more effective. We'll have the data to show Congress how well we are doing but, even more important, we will see the results of our work, in more and more adults with the skills and knowledge to be effective. That's the real goal of *Equipped for the Future*.■

Research to practice in adult education: the promise and the reality

by Judith A. Alamprese

Research is a word with many interpretations. From the viewpoint of the social scientist, research is a process that uses the scientific method in solving puzzling problems and resolving unanswered questions (Leedy, 1980). Research usually begins with a question and demands the identification of a problem that is stated in clear, unambiguous terms. It also requires a plan and deals with facts and their meaning.

Research can take many forms. In adult education, the federal government funds congressionally mandated evaluations of programs such as Even Start and the National Workplace Literacy Program, as well as studies of best practices, such as the current projects to examine promising programs that serve Adult Basic Education (ABE) and English-as-a-second-language (ESL) learners. Foundations also support adult education research, such as studies of state infrastructures for family literacy and studies of workplace literacy. Occasionally, states support modest research studies with their Adult Education Act (AEA) Section 353 monies.

In the recent past, adult educators have become interested in the ways in which research findings and the research process can be used to improve practice and promote a dialogue among practitioners. This attention to research has been prompted by several factors—the call for data to document program outcomes, the desire among practitioners to address program issues and solve problems in a systematic way, and researchers' yearning to apply their findings to practical problems. For adult educators, practice usually concerns some component of the operation of a program, including recruitment, instruction, assessment, and referral to other services. Increasingly, practitioners are concerned about the ways in which they can improve their work in these areas using information they gather themselves as well as that produced through studies.

THE PROMISE

One example of a research process that practitioners are using to identify a question about their program, gather and analyze data, and identify possible actions is the work they are undertaking in Pennsylvania's Project EQUAL. In EQUAL, the program's instructional staff work in teams to tackle pressing problems in one or more aspects of program operations. For example, staff may question why learners are not being retained in programs. In identifying the causes of this problem, they may examine attendance data to identify patterns of participation by time of day, location of services, and subgroup of learners. Furthermore, they may gather additional data through a survey of learners who are no longer enrolled to ask their reasons for leaving the program. In analyzing these data, the staff may find that the problem is isolated by time of day or location or that it's program-wide. Depending on the results of this analysis, the staff will determine steps to increase learner participation by offering classes at different times of the day or in another location, or by providing staff development to instructors whose teaching may not be engaging learners.

The area of learner assessment has been a topic of interest to staff participating in EQUAL. As programs report data to meet the performance standards developed by the Bureau of Adult Education, they realize the importance of collecting reliable and valid information from learners. The EQUAL teams have reviewed their processes for administering and scoring learner assessment instruments, and provided staff development to ensure the proper use of these assessments. These programs also have

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The National Institute for Literacy's

EQUIPPED FOR THE FUTURE INITIATIVE

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[Role Maps updated: 3-29-99
Standards Wheel and Content Framework updated: 5-99]

Adult Learning

What Skills and Knowledge are Important to Teach?

Current System	EFF Approach
Education only happens when you're young and is preparation for action in life.	Education is action: it happens throughout life, responding to changing needs and interests.
Adult education is remedial. making up for inadequate preparation in the past.	Adult education is preparation for the future, helping people adapt to changes in the world.
Adult education focuses on key academic disciplines, as in K-12 education.	Content of Education is customer-driven; shaped by what adults need to know to succeed in the world.
Progress is measured in relation to grade levels or isolated skills.	Progress is measured in relation to capacity to perform real world tasks.
Adult education is primarily cognitive.	Adult education is developmental as well as cognitive.
Educators work with students to develop on-going skill building opportunities.	Educators invite students to reflect on what skills s/he has used in carrying out a purpose.

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EFF Content Framework

Content Framework for EFF Standards

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

MEET THESE 4 PURPOSES

Access
To information so adults can orient themselves in the world

Voice
To be able to express ideas and opinions with the confidence they will be heard and taken into account

Independent Action
To be able to solve problems and make decisions on one's own, acting independently, without having to rely on others

Bridge to the Future
Learn how to learn so adults can keep up with the world as it changes

ACCOMPLISH THESE COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support from Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace with Change

DEMONSTRATE THESE GENERATIVE SKILLS

Communication Skills
- Read with Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically

Decision-making Skills
- Use Math to Solve Problems and Communicate
- Solve Problems and Make Decisions
- Plan

Interpersonal Skills
- Cooperate with Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide Others

Lifelong Learning Skills
- Take Responsibility for Learning
- Reflect and Evaluate
- Learn through Research
- Use Information and Communications Technology

UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS

- How We Grow and Develop
- How Groups and Teams Work
- How Systems Work
- Rights and Responsibilities
- Culture, Values, and Ethics
- How the Past Shapes the World We Live In

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EFF Standards

EFF Standards for Adult Literacy and Lifelong Learning

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EFF Role Maps

Citizen/Community Member Role Map

Effective citizens and community members take informed action to make a positive difference in their lives, communities, and world.

BROAD AREAS OF RESPONSIBILITY

Become and Stay Informed

Citizens and community members find and use information to identify and solve problems and contribute to the community

Form and Express Opinions and Ideas

Citizens and community members develop a personal voice and use it individually and as a group

Work Together

Citizens and community members interact with other people to get things done towards a common purpose

Take Action to Strengthen Communities

Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them

KEY ACTIVITIES

- Identify, monitor, and anticipate problems, community needs, strengths, and resources, for yourself and others
- Recognize and understand human, legal, and civic rights and responsibilities, for yourself and others
- Figure out how the system that affects an issue works
- Identify how to have an impact and recognize that individuals can make a difference
- Find, interpret, analyze, and use diverse sources of information, including personal experience

- Strengthen and express sense of self that reflects personal history, values, beliefs, and roles in the larger community
- Learn from others' experiences and ideas
- Communicate so that others understand
- Reflect on and reevaluate your own opinions and ideas

- Get involved in the community and get others involved
- Respect others and work to eliminate discrimination and prejudice
- Define common values, visions, and goals
- Manage and resolve conflict
- Participate in group processes and decision making

- Help yourself and others
- Educate others
- Influence decision makers and hold them accountable
- Provide leadership within the community

Parent/Family Role Map

Effective family members contribute to building and maintaining a strong family system that promotes growth and development

BROAD AREAS OF RESPONSIBILITY

Promote Family Members' Growth and Development

Family members support the growth and development of all family members, including themselves

- Make and pursue plans for self-improvement
- Guide and mentor other family members
- Foster informal education of children
- Support children's formal education
- Direct and discipline children

Meet Family Needs and Responsibilities

Family members meet the needs and responsibilities of the family unit

- Provide for safety and physical needs
- Manage family resources
- Balance priorities to meet multiple needs and responsibilities
- Give and receive support outside the immediate family

Strengthen the Family System

Family members create and maintain a strong sense of family

- Create a vision for the family and work to achieve it
- Promote values, ethics, and cultural heritage within the family
- Form and maintain supportive family relationships
- Provide opportunities for each family member to experience success
- Encourage open communication among the generations

KEY ACTIVITIES

NATIONAL INSTITUTE FOR LITERACY Revised - 3/29/99

Worker Role Map

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

BROAD AREAS OF RESPONSIBILITY

Do the Work

Workers use personal and organizational resources to perform their work and adapt to changing work demands

Work With Others

Workers interact one-on-one and participate as members of a team to meet job requirements

Work Within the Big Picture

Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success

Plan and Direct Personal and Professional Growth

Workers prepare themselves for the changing demands of the economy through personal renewal and growth

KEY ACTIVITIES

- Organize, plan, and prioritize work
- Use technology, resources, and other work tools to put ideas and work directions into action
- Respond to and meet new work challenges
- Take responsibility for assuring work quality, safety, and results

- Communicate with others inside and outside the organization
- Give assistance, motivation, and direction
- Seek and receive assistance, support, motivation, and direction
- Value people different than yourself

- Work within organizational norms
- Respect organizational goals, performance, and structure to guide work activities
- Balance individual role and needs with those of the organization
- Guide individual and organizational priorities based on industry trends, labor laws/ contracts, and competitive practices

- Balance and support work, career, and personal needs
- Pursue work activities that provide personal satisfaction and meaning
- Plan, renew, and pursue personal and career goals
- Learn new skills

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CONNECTING LESSONS TO REAL-LIFE

Implementing the Competencies and the EFF concepts into planning and instruction are the key to making instruction as relevant to the lives of our learners as possible. They are the springboard for the creation of the kinds of lessons which will help learners empower themselves, serve their communities, and succeed in their roles as family members, workers, and community members. They link learning with everyday living outside of the classroom. Learners reach their goals, obtain their GED's, improve basic skills, or learn better English in practical, real-life situations.

The PA Adult Learner Competencies and EFF Framework are flexible, yet provide a structure which can help make learner progress more meaningful. To me, the integration of the 353 Adult Learner Competencies and EFF is a natural "fit."

The following lessons are taken directly from my "EFF Teacher / Tutor Activity Planning Log." I was involved as a practitioner with EFF during two of its phases.

The diverse makeup of my ESL classes is often amazing. In order to promote understanding and a feeling of community in the classroom, as well as improve English skills, learners plan and give presentations about their native countries to the class.

The second part of the project takes the first activity outside of the classroom and into the community, with the help of a volunteer tutor and the cooperation of a local elementary school.

EFF Teacher/Tutor Activity Planning Log

Name: Judy Sullivan Program: Northampton Community College ESL ADV
Date: 2-18-98

What are the student needs or goals that you hope to address?

- "to be able to communicate with other people"
- "to improve pronunciation"
- "to learn to read"
- "to increase confidence"
- "to be a better citizen"
- "to change my life for the better"
- "to improve my vocabulary and spelling
- "to be able to read instruction manuals"

To understand, respect, and value the differences in a VERY diverse classroom community

To improve reading, writing, speaking and listening skills
To understand a little about the EFF Framework and Role Maps
To pose questions
To gather information
To reflect and evaluate
To fill out a new form

How did you identify these goals?

The students themselves identified the first eight goals, which are in quotes. I took them from their EDPs, students' educational development plans, that I do with each student upon entry to the class, and again after 50 hours of instruction. The remaining goals are ones I hope to address through today's learning activities.

What is the starting point in the Framework for your activity? [that is, the Four Purposes, Role Maps, Common Activities, Generative Skills, Standards, or Performance Indicators] Why?

The starting point for today's activity is theKnowledge Domain "Culture, Values, and Ethics."

Students will also be using many of the Generative Skills.First a word of explanation. When I wrote my class profile, the class was comprised of 21 adult learners from 17 different countries. We now have 22 learners from 18 countries. Anyone entering or observing our class is amazed at the diversity, as are we. In November we decided that we would like to know more about each other and each other's countries, customs, etc., so we decided to do an ongoing activity throughout the year that we call "Around the World" because we are from all around the world. We have a tentative schedule that is sometimes once a week, every 2 weeks, or once a month, depending on what students "sign up" for. Many skills are covered through this activity, and the students have fun. This is what we came up with, although it is flexible, too, and students go much farther with their creativity. A copy of the form as students have it is Attachment #1.

*AROUND THE WORLD – **ESL ADVANCED***

We will celebrate the diversity of our classroom community by setting aside special days to celebrate our different cultures.

TO DO:

1. Set up a schedule of what country will be celebrated and when.
2. Develop a list of words or phrases in the native language of your country. It doesn't have to be a long list.
3. Prepare a song or story about your native country.
4. Share some things you would like the class to know about your country. [customs, etc.]
5. Show pictures and/or clothing of your native country. Point it out on a map.
6. If your day falls on or near a holiday, tell how it is celebrated in your country.

FOLLOW UP: For homework, write about what you enjoyed about the presentation.

Tentative Schedule:

November 1-
December 3-
December 17-Munnira, India
January 7- Marie, France
January 21-Victoria, Spain
January 28-Venugopal, India
February 4- Chin, Korea
February 11-
February 18-Maria, Italy
March 4-Aura, Ecuador
March 18-Alexandrina, Peru
March 25-Eliane, Brazil
April 1-Katherine, Greece
April 15-Carmen, Mexico
April 29-Magdalena, Czech Republic
May 6-Pedro, Peru
May 20-Maria, Colombia
May 27-Wael, Egypt
June 3-Chia-Ling, China
June 10-Mamoud, Egypt

Plans For Today's Lesson:

1. Maria will be giving her presentation on Italy, her native country. Students will be listening, watching, taking notes, and asking questions.
2. I will tape record the class so I won't miss anything that's going on, and to make my reflection later easier.
3. Students will receive copies of the EFF Content Framework and Role Maps.
4. We will go over vocabulary words in the framework and role maps, and I will get students involved with defining, etc. Students will, hopefully, begin to understand the project.
5. We will look at the new Student Learning Evaluation. Students are used to completing a Monthly Learning Evaluation which we add to their portfolios at the end of each month. I've tried to make this new daily evaluation for EFF similar. It will take time to complete this, as well as look at the role maps and framework.
6. For homework, students will write a summary of Maria's presentation , telling what they enjoyed about it.

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ESL ADVANCED EFF PROJECT

Around The World

Name: _____ Program: Northampton Comm. College

Teacher: Judy Sullivan

1. Look at the Equipped For The Future "Wheel."
   What parts did you use to prepare your presentation?

2. Did you enjoy doing this presentation? Why or why not?

3. This activity will help me do something in my life outside of school. [Circle one.]
   _____1_____2_____3_____
   Not at all Some A lot

What will it help you do?

STUDENT LEARNING EVALUATION
EFF

Name_____ Date_____

Class_____ Teacher's Name_____

Today I learned:

_____
_____
_____
_____

Today I spoke English to:

_____
_____
_____

Some new words I learned are:

_____
_____
_____

Today's learning activity will help me do something in my life outside of school. [Circle one]

1 2 3
Not at all Some A lot

What will it help you do?

_____
_____
_____

I enjoyed participating in this learning activity. [Circle one]

1 2 3
Not at all Some A lot

Why did you enjoy it, or why didn't you enjoy it?

_____
_____
_____

Look at the EFF Framework. Which parts did you use during this activity?

_____
_____
_____

JDS/EFF

EFF Teacher/Tutor Activity Planning Log

Name: Judy Sullivan Program: Northampton
Community College ESL ADV
Date: 2-23-98

What are the student needs and goals that you hope to address?

- Students will be involved in a real-life communication task that causes them to want and need to read, write, speak and listen to English effectively.
- Students will encounter language that provides authentic, meaningful communication.
- Students will get involved in their community and become better citizens.
- Students will increase their confidence.
- Students will help others value the differences in people, while doing so themselves.

From students' EDP's:

- "to be a better citizen"
- "to change my life for the better"
- "to be able to communicate with other people"
- "to increase confidence"
- "to learn to read"
- "to read a story to my grandchild"

How did you identify these goals?

My experience with ESL Learners has taught me that students need to encounter language that provides authentic, meaningful communication. Students should be involved in real-life communication tasks that cause them to want and need to read, write, speak, and listen to English. These tasks, or activities, should relevant to learners' goals and needs.

The students themselves identified the goals in quotes, which I quoted from their EDP's. When a students enters class, I sit down with him/her and we do a "goal plan," or EDP. At the end of 50 hours spent in class, we revisit their personal and life skill needs and adjust their goals, as necessary.

Ureneus Kirkwood, my volunteer tutor, suggested this activity. Her experience and knowledge of the classroom and the community, along with my own helped us identify students' needs.

In order to complete this learning activity, I will need to document students' performances outside of the classroom setting.

What is the starting point in the Framework for your activity? [that is, the Four Purposes, Role Maps, Common Activities, Generative Skills, Standards, or Performance Indicators] Why?

The starting point for the activity is "Respect Others and Value Diversity." But it becomes quickly apparent that many of the 4 Purposes, the Common Activities, the Generative Skills and the Knowledge Domains are interconnected when I look at the activity, then go back and look at the skills and knowledge needed to accomplish the activity.

Communication in a language cannot be restricted to one skill or another. ESL students do not need to learn language skills and to develop some degree of grammatical competence only. They also need to become socioculturally sensitive. Therefore, I chose "Respect Others and Value Diversity."

Again, an explanation of our involvement in this particular activity:

Last year my class and I participated in the Citizen/Community Member phase of EFF. Among other learning activities, we shelved books as volunteers for our local library. Our involvement affected not only students' personal goals beyond the classroom, but also their perception of what community members can and should do to make their communities stronger. I resolved to continue to incorporate those ideas into my instruction.

A little about Ureneus Kirkwood: It has been my good fortune and privilege know this lady and to have her as a volunteer tutor in my classroom for four or five years now. When I taught nights, she came nights. When I was able to teach days, she came days. Ureneus was president of the Monroe County Chapter of the Pennsylvania Association of School Retirees. Ureneus was named Volunteer of the Year for that organization. She taught in the Pocono Mountain School District but actually began teaching in 1947 in Maryland. In 1983 the governor of Pennsylvania visited her classroom. She goes by the philosophy "it's better to wear out than rust out." Ureneus is a perfect role model for my students, and for me. As a black woman, she brings much to the classroom, and makes up for my deficiencies when it comes to things like Kwanzaa or Black History. When interviewed for PASR Report Card, she said that helping with the ESL class at Northampton Community College was a " truly rewarding experience for her because these are people from around the world who are eager to get an education and to learn English."

When Ureneus came to me with the idea for this activity, I did not hesitate. In fact, I quickly realized that this would be taking our classroom "Around the World" activity a step farther, in a way that I could not do alone. [even if I HAD thought of it]

Ureneus coordinates the process with Pocono Elementary School. [She worked at the Pocono Elementary School before she retired.] Participation in this activity is voluntary, but students are all interested , and waiting for "their turn."

If I were to put it in "procedure" form it would look something like this:

1. Ureneus guides the participating student through the process of choosing a children's book to read.
2. Ureneus practices reading the book with the student.
3. The student may read the book to our class, for practice.
4. Ureneus sets up a day and time with the school , and tells them the native country of our student who will be visiting.
5. The school librarian sets up a display of books having to do with that particular country the week before.
6. The student goes to the school with Ureneus and is introduced to the children and their teacher.
7. The student reads the book to the children and tells them about his/her native country. He/she will wear typical clothing, teach the children a few words or phrases, etc.
8. Ureneus tape records the activity, and takes a picture.
9. The student returns to class and shares his/her experience.
10. Student completes an evaluation of their experience at the elementary school, a simple checklist I've designed which takes certain "Broad Areas of Responsibilities" from the three role maps.
11. I take the tape of the activity home and listen to it, and transcribe it.
12. Student writes a thank-you note to the participating teacher at the elementary school.

We tell the students:

Remember: The book should be colorful, with lots of pictures, and not too long.

Share pictures of our country on the map.
Point out the location of your country on the map.

Wear your native dress, if possible.
Include some of the things you included in your class presentation about your country such as a story or song.

You may also want to teach the children a couple of words or phrases in the native language of your country.

Share some things you would like the children to know about your native country.

What will you look for to know if your plan is working?

I've been thinking of ways to approach this. I've decided to document this activity by using transcripts and pictures from a few of the students' visits to the school. This should give EFF a sampling. It is not the typical learning activity, but, if I understand this phase of EFF correctly, I can take it wherever it goes. and document performance outside of the classroom.

I will be looking at the performance indicators.

We'll be looking for student interest. I'll be listening to the tapes of the session. How will we know if the plan is working? Enthusiasm from the students involved, the looks on the children's faces.

Additionally, because of this year's involvement with EFF, I have created a simple checklist for students to complete when they have finished the activity.

How much time do you plan to spend on this activity?

Students will actually be at the elementary school for about a half-hour. Individually, they will work with Ureneus at different times for about two hours. Their participation will actually give them some individual tutoring time.

What materials will you use?

Ureneus, my most valuable resource, different classes of children at the Pocono Elementary School. various children's books, the library, tape recorder, cassette tapes, camera, student evaluation checklist.

READING AT THE POCONO ELEMENTARY SCHOOL

Please take a few minutes to evaluate the effect that your visit to the Pocono Elementary School had on the children and/or you. Please put an "X" by the statements that are true. Thank you!

Name_____ Teacher_____

1___ This activity helped me learn in a new way.

2___ This activity helped me value differences in people.

3___ This activity helped the children value differences in people.

4___ This activity helped the children learn in a new way.

5___ This activity was a good way to encourage open communication among the generations.

6___ This activity helped me recognize the need for activities like this in my community.

7___ This activity showed me how I can make a difference in my community.

8___ This activity helped me communicate so that others understand.

9___ This activity helped me get involved in my community.

10___ This activity made me feel good about myself.

11___ This activity helped me express myself.

12___ This activity helped me improve my reading.

13___ This activity helped me improve my listening skills.

14___ This activity required organization and planning.

15___ This activity helped me towards my goal of self-improvement.

Please write any comments you'd like to make below:

SUPERMARKET SHOPPING TRIP

Today is Thursday, February 19, 1998.
What is the weather like?

Today we are going to Bi-Lo. We can say also say,"We are going to the supermarket." "We are going food shopping," or "We are going to the market."

The store manager, Dave, will give us a tour.
What do you think are some of a store manager's responsibilities?

_____

_____

Would you like to be a store manager?_____

Before we go, we need to get ready. Look at the daily menu you made last week. We tried to include all of the food groups. Now, make a shopping list of the things you will need to prepare those meals.

MY SHOPPING LIST

_____

_____

_____

_____

_____

_____

_____

Now let's look at the store *flyer*. Is anything on your list "on sale?" _____
What is the difference between "on sale" and "for sale?"_____
What is a coupon?_____
Are there any coupons in the flyer? _____Coupons can help you save money.
Do you use coupons?_____
Your teacher uses coupons! We work hard for our money and we need to spend it carefully.

AT THE STORE

You need to ask for help. You can't find the spaghetti.
Who should you ask?_____
What question should you ask?_____

In Bi-Lo, where is the coffee?
It's in aisle_____.

Where is the celery?_____
Do you have celery in your native country?_____
Do you like celery?_____
What color is celery?_____
How much does the celery cost? _____
We usually say a "bunch" of celery. What other things in the produce section are sold by the bunch?_____

List some items you saw at the salad bar.

_____
_____
_____

Is it cheaper to buy a salad from the salad bar or make it yourself?_____
Why do you think salad bars are so popular in the United States?_____
Do you have salad bars in your country?

Now we have all the items you need. You need to write a check. Write a check to Bi-Lo for $61.29.

Name	#001
Address	
City, State, Zip Code	_____ 19___
Pay to the Order of_____	$_____
_____	dollars
PNC Bank 123 Main Street Stroudsburg, PA 18360	
Memo_____	_____

Did you like the Bi-Lo Supermarket?_____
Why or why not?_____
For homework, write a thank-you note to Mr. Dave.

ADULT LEARNER COMPETENCIES

AND PORTFOLIO

IMPLEMENTATION WORKSHOP #2

Northampton Community College

Judy Sullivan

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Nancy Hall

nph@ncx.com

Workshop #2

[Prior to the second workshop, instructors had been invited to bring along sample student portfolios, lesson plans using the Competencies that had worked, or their own person or professional portfolios.

I assembled a professional portfolio of my own. Nancy Hall assembled a personal portfolio.]

Activity:

1. Have you brought along any portfolios, either learners' or your own professional or personal portfolio?

2. What competencies are demonstrated in these portfolios?

3. What do you now know about the person from seeing the portfolio?

[Sharing and examining of portfolios and discussion]

[Discussion of using portfolios for job searches]

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USING PORTFOLIOS FOR JOB SEARCHES

- A portfolio filled with samples of "can-do skills" comes with a built-in audience which could include people in college financial aid offices, employment recruiting sites, and small business bank loan departments.

- Some school districts ask applicants to bring teacher portfolios to their interviews.

- Mini-portfolios can be shown to your students to tell them something about you.

- Portfolios play different roles across time. They evolve with the individual's learning, personal, and career development.

- A portfolio is a powerful means of showcasing talents and "jumping through the hoops" sometimes necessary to land a job.

- Once the job is landed, a portfolio is evidence of job performance. Include committees, e-mails praising your work, trainings, etc.

- IF you put together a portfolio for this workshop, didn't it require reflection and evaluation? Did it make you think more about your accomplishments? Did you think more broadly about your talents?

- Portfolios WILL enable your students *and* you to go to a job interview with a clearer realization and firmer grasp of your own potential and talents.

Activity #2
[ADULT LEARNER COMPETENCIES WORKSHOP #2]

Think back to the first training. Keeping in mind that the skills competencies are meant to be used as a framework to support instruction focused on teaching basic skills "*within contexts that are meaningful and applicable to adults' lives,*" complete the following exercise.

EXERCISE:

- Look at the following activity and, using your handbook of Adult Learner Competencies, identify the competencies within the activity.

- Which level of the competencies does the activity address? [Level 1 Basic, Level 2 Intermediate, Level 3 Advanced]

- Could this activity be used in an ESL classroom as well?

- What are some ways in which an instructor might carry the activity a bit further in order to adapt it to a different level?

- Which of the Equipped for the Future roles [Worker, Parent / Family Member, Community Member] for adults do you see in the activity?

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Lesson: Utility Bill
Materials: Utility bill, envelope, check, hand-out

Provide a copy of utility bill [2-sided], "check," envelope, and handout with questions. [or write questions on the board]

1. What is the total from the last bill?
2. When was the last payment received?
3. What are the current charges on the bill?
4. What is a Budget Plan?
5. How can you save money on your electric bill?
6. When is the next meter reading?
7. What number should you call for customer service?
8. Look at the graph. In which months did the customer use the most electricity?
9. What was the average temperature in October, 1997?
10. What does the abbreviation "KWH" stand for?
11. What is the difference between an actual and adjusted meter reading?
12. What is the address of the PP&L Business Office?
13. What if you are not on the *budget plan?* Write a check for the amount on the bill.
14. Put the check in the envelope. Address the check. Put your return address on the envelope.

[redacted]

ppl

[redacted]

PRIOR BILLING

Total from Last Bill	$ 156.00	
Payment Received Sep 23 - Thank You!	-156.00	
Budget Bill Interest (1% of $72.82)	-0.73	
Balance as of Oct 2, 1998		$ -0.73

CURRENT CHARGES - Sep 1 - Oct 1

Residential Rate: RS		
Basic Service	6.47	
Use: 200 KWH at 8.845¢ per KWH	17.69	
581 KWH at 7.847¢ per KWH	45.59	
Charges for Electric Service	$ 69.75	
Your Budget Plan Amount		$ 156.00

[redacted]

Budget Summary:	We billed you	$1,560.00
After 10 Months:	You used	1,400.93
After this payment your budget is ahead		$159.07

Keep light bulbs and fixtures clean. Dust and dirt absorb light and can reduce light output by as much as half.

Graph and other information on back →

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Electric Use [redacted]

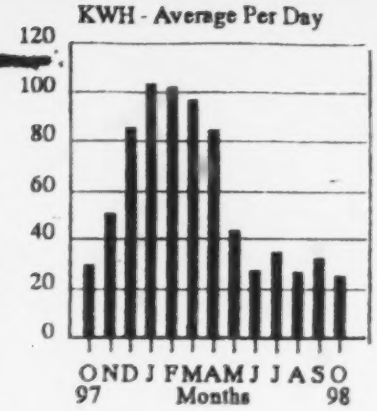
This graph shows your electric use over the last 13 months.

Types of Meter Readings:

Actual

Estimated

Customer



METER READING INFORMATION

Meter #77959907		
Oct 1	Actual	4009
Sep 1	Actual	3228
30 Days	**KWH Used**	**781**

Average - Oct	**1997**	**1998**
Temperature	62F	66F
KWH per day	30	26

Yearly Use:
Nov 96 - Oct 97 [redacted]
Nov 97 - Oct 98

Understanding Your Bill

Customer Number - 156 3608 750

Basic Service - A monthly charge that includes costs to provide service and maintain service equipment. This charge is the same no matter how much electricity you use.

Budget Plan - A plan which provides for equal monthly payments.

Estimated PA Taxes - PP&L uses about $15.53 of this bill to pay state taxes. This includes about $6.83 for the PA Gross Receipts Tax.

KWH (Kilowatt-hour) - A measure of how much electricity you use. One KWH is equal to the electricity needed to light a 100-watt bulb for ten hours.

Rate RS - The rate for service to private homes.

Types of Meter Readings -
Actual - A reading by us.
Adjusted - We determine your usage from an actual reading we got close to the billing date.
Customer - A reading you give us.
Estimated - We base the charges on the weather and on your past energy use.

Your local PP&L business office is at 827 Hausman Road, Allentown PA 18106. There you can see a copy of the actual rate schedule and a further explanation of the charges on your bill. To check your bill, "A Guide for Figuring Your Bill" is also available at that office, or by calling PP&L toll-free at 1-800-342-5775.
Mail payments to: 2 North Ninth Street, Allentown, PA 18101

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Write the address of the electric company and your return address on the envelope.

Write the check for the electric bill.

Name #001
Address
City, State, Zip Code 19

Pay to the Order of $

dollars

PNC Bank
123 Main Street
Stroudsburg, PA 18360
Memo

353 Adult Learner Competencies

Lesson Plan Bank

353 Learner Competencies Lesson Plan Bank
Compiled by Judy Sullivan for NCC

1. Utility Bill Lesson—Judy Sullivan [Level 1 Basic, ESL, and others]
   Competencies:
   Communication, Reading
   2-Demonstrate fluency in reading orally from familiar materials
   6-Read and interpret simple documents/graphs
   6.1-Locate information in simple documents
   6.3-Interpret abbreviations used in simple documents
   Writing
   3.1-Write names and addresses correctly
   Numeracy
   3.3-Interpret typical uses of numbers in documents and computer settings
   4.2-Recognize symbols for currency, such as [$] and [.].
   4.4-Interpret typical uses of numbers in documents and in consumer settings
   7.1-Interpret basic charts, graphs, schedules, tables, and / or diagrams

   EFF Roles: Family Member, Worker, Community Member

2. Body Language Lesson---Judy Sullivan [Level 1 Basic, ESL]
   Competencies
   Communication, Speaking
   4-Demonstrate knowledge of basic concepts about effective speech
   4.2-Employ appropriate use of nonverbal behaviors

   EFF Roles: Family Member, Worker, Community Member

3. Theme: Valentine's Day / Writing Cinquains--Rosemary Towne [Level 1, Basic]
   Competencies:
   Writing,
   3-Punctuation Marks
   7-Simple sentences

4. Poison Prevention Lesson—Judy Sullivan [Level 1, Basic, ESL]
   Competencies:
   Reading-
   4-Demonstrate knowledge of vocabulary in selected instructional contexts
   4.1-Identify and comprehend the meaning of basic functional skills
   6-Read and interpret simple documents
   6.1-Follow directions for completing common documents
   5-Read and interpret common signs
   5.4-Apply knowledge of signs, symbols, and abbreviations to comprehend and perform simple tasks

Communication, Speaking,
1.1-Ask for basic assistance or information
2-Use explanatory language and basic persuasive language effectively to communicate information
2.3-Accurately report an activity or facts about selected situations
Communication, Listening,
1.2-Listen Attentively
2.5-Paraphrase and summarize orally presented information
Communication, Writing, 3.2
Extended Literacy,
1-Locate and use appropriate resources to solve basic problems and make decisions
1.3-Choose resources consistent with a specific task

EFF Roles: Family Member, Community Member, Worker

5. Theme: Saint Patrick's Day--Judy Sullivan [Level 1 Basic, ESL ADV]
Competencies:
Communication, Reading,
7-Demonstrate literal and inferential comprehension of simply written materials
7.1-Identify directly stated main ideas
7.2-Locate inferred main ideas
7.3-Locate directly stated details that contribute to understanding the main idea
7.4-Paraphrase and summarize information in simple texts
7.6-Identify and interpret basic figurative language

EFF Roles: Family Member, Community Member, Worker

6. Theme: Easter—Judy Sullivan [Level 1 Basic, all levels ESL]
Competencies:
Numeracy,
3.3-Interpret typical uses of numbers in documents and consumer settings
5-Measure

EFF Roles: Family Member, Worker, Community Member

7. Theme: Valentine's Day / Math—Rosemary Towne [Level 1 Basic]
Math Competency
1.1, 1.2, Place value
3.4, 4.4, 5.5-Solving word problems [+-x], using the calculator
[Valentine activity using class work and community service experience]

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EFF Roles: Family Member, Community Member, Worker

8. Math—Liquid Measurement—Rosemary Towne [Level 1]
   Comp. 9. 9.1

9. Family Values and Parents / ESL ---Emma Williams & Michele Chericello

Adult Learner Competency, Level 1, Basic

Communication, Reading
2—Demonstrate fluency in reading orally from familiar materials.
6—Read and interpret simple documents/graphs.
6.1—Locate information in simple documents
6.3—Interpret abbreviations used in simple documents

Writing
3.1—Write names and addresses correctly

Numeracy
3.3—Interpret typical uses of numbers in documents and computer settings
4.2—Recognize symbols for currency, such as [$] and [.].
4.4—Interpret typical uses of numbers in documents and in consumer settings
7.1—Interpret basic charts, graphs, schedules, tables, and/or diagrams.

Roles: Family Member, Worker, Community Member

Materials: Utility bill, envelope, check, hand-out

Provide a copy of utility bill [2-sided], "check," envelope, and handout with questions. [or write questions on the board]

1. What is the total from the last bill?
2. When was the last payment received?
3. What are the current charges on the bill?
4. What is a Budget Plan?
5. How can you save money on your electric bill?
6. When is the next meter reading?
7. What number should you call for customer service?
8. Look at the graph. In which months did the customer use the most electricity?
9. What was the average temperature in October, 1997?
10. What does the abbreviation "KWH" stand for?
11. What is the difference between an actual and adjusted meter reading?
12. What is the address of the PP&L Business Office?
13. Write a check for the amount on the bill.
14. Put the check in the envelope. Address the check. Put your return address on the envelope.

Judy Sullivan

(SEE WORKSHOP #2)

Adult Learner Competency, Level 1 [Basic]

Communication, Speaking
4. Demonstrate knowledge of basic concepts about effective speech
4.2—Employ appropriate use of nonverbal behaviors

Roles: Worker, Family Member, Community Member

Materials: ESL MISCELLANY, hand-outs

Much can be communicated to others without words. Our faces, hands, and body positions say things. This is called **body language.**

Facial expression means using our faces. Make a facial expression for:
happy angry surprised sad

Eye contact is very important in the United States. Lack of eye contact can mean embarrassment, shyness, dishonesty, rudeness, or non cooperation.

When you **sit straight** you are saying that you are paying attention. When you **lean,** you are saying that you're tired.

When you **sit with unfolded arms** it indicates openness.

When you **sit with crossed arms or your body turned away,** it indicates that you are defensive.

When you **hold your head in your hand,** it indicates boredom.

Look at your booklet. There are 47 gestures pictured. Let's try to match them up with the meanings listed below. Write them on your booklet in pencil.

Children's Gestures:

1. An act of defiance, often teasing to someone giving orders. [Uh-uh.]
2. Teasing, meaning: "Ha, ha! I'm right and you're wrong!" [Nya, nya.]
3. Secretly giving a person who is having his picture taken the "devil's horns" as a joke.
4. Teasing ridicule meaning that something or someone smells bad. [Yuck!]

Parental Gestures:

5. Calling to someone by wiggling the index finger means: "Come here. I want you now."
6. A signal to be quiet. [Shh!]
7. A scolding gesture or shaking your finger at someone. [Naughty, naughty.]
8. Scraping your index fingers together at someone usually a child. [Naughty, naughty]

Societal Gestures:

9. A civilian style salute, like used when saying the Pledge of Allegiance.
10. The formal position taken when taking an oath.
11. A military salute.
12. The gesture for "peace."

Gestures of Greeting:

13. The "high five," a common handshake-type ritual. ["Slap me five!"]

14. The handshake is commonly exchanged as a form of greeting. In general, with Americans a firm handshake is best. Sometimes a handshake means an agreement. [Hi. Hello. It's nice to meet you.]
15. A wave can be for greeting, saying goodbye, or getting someone's attention. [Hi. Yoo-hoo. Here I am.]

Gestures of Complicity [association with], duplicity [contradictory doubleness of thought], fraternity [of the same tastes/character]:

16. A raised fist is a defiant and often threatening gesture.
17. A wink is a friendly gesture. It may mean you are taking someone into your confidence and you agree with them. It may also mean congratulations. Or it may mean an invitation.
18. Rolling the thumb while pushing out the bottom lip and rolling the eyes upward is a common comic gesture. It is a gesture of mockery and disapproval shared with someone who will agree.
19. Poking or hitting someone in the ribs [gently] with your elbow means that you think something the person or someone else is saying is funny.
20. Tapping your temple with your forefinger or making a circular motion around your ear [usually while rolling your eyes] means that your disapprove of that person's behavior or opinions.

Vulgar and Insulting Gestures:

21. Touching your nose with your thumb while wiggling your outstretched fingers is a gesture of defiance and mockery.
22. The middle finger extended is a very angry and aggressive gesture. It's the ultimate vulgar gesture in most of the U.S.

Gestures of Hope or Good Luck:

23. This gesture is done to avoid bad luck. [Knocking on wood]
24. Crossing your fingers is a gesture of hope.

Gestures of Jubilation and approval:

25. Shaking your hands enthusiastically above your head is a gesture of enthusiastic approval.
26. "Thumbs up" and "thumbs down" indicate approval and disapproval.
27. Shaking your hand with the palm out, thumb and index finger touching, and the rest of the fingers extended is a quiet, happy sign of approval. ["All right!" "Way to go!"]

Gestures of Congratulations and self-congratulation:

28. Rubbing your nails on your chest is like giving yourself a prize or a medal. It is a comic gesture.
29. A gesture meaning that you or someone else has scored a point.
30. Another comic gesture of self-congratulation. You hook your fingers under your suspenders and look proud!

Gestures of Nervousness, Impatience, and Boredom:

31. "Twiddling your thumbs" is a gesture of impatience. When done openly when someone is talking it is very rude.
32. Biting your nails indicates nervousness or anxiousness. It is often done dramatically, for comic effect.
33. A gesture of resignation or non-involvement. ["It's not my problem." "What can I do?"]
34. This gesture expresses frustrated boredom and inaction. You don't move. You disapprove of the direction you are being asked to go in.

Miscellaneous Gestures Showing Emotion:

35. A gesture of relief. The same gesture is used to complain about heat.

36. An expression of puzzlement or confusion.
37. The gesture of snapping your fingers along with an expression of surprise and delight means you just thought of something that you have been trying to think of. Snapping your fingers in an impatient way means that you want someone to do something right now. Snapping your fingers to get a waiter's attention will get his attention in a restaurant, but it is considered rude.
38. This comic gesture says that you have a good idea for some action. When it is exaggerated it indicates that you are being crafty or clever.
39. This gesture indicates horror.
40. This gesture is a dramatic one, showing shock or disappointment, especially with yourself. It is usually done when you have made a costly mistake.
41. A gesture meaning "stop" or "slow down."
42. A comic gesture meaning to stop something, end something. ["That's it." "Kill it."]

Miscellaneous Gestured Signals:

43. This gesture is used for hitchhiking. ["Thumbing a ride."] Hitchhiking can be dangerous.
44. This is a "literary" gesture meaning that the words spoken would be in quotation marks if they were written.
45. Gesturing to get the attention of the waiter is difficult unless the waiter is attentive. Snapping your fingers, whistling, shouting, and clapping your hands are offensive. It is better to wave discreetly or say "Excuse me," politely, when the waiter passes by.
46. Measurement gestures are common to most languages and cultures. The one in the picture means, "Oh, it was about this high."

SHOULD YOU DO THIS? [Write YES or NO]

1. You are introduced to a new co-worker. You shake hands.
2. You are waiting for a bus after work. You push to get on.
3. You are in the cafeteria at work. You push to get to the head of the line.
4. You talk to your boss. You look in his eyes while you are talking.
5. You are introduced to the new boss. You bow to show your respect.
6. You want to get the waiter's attention. You snap your fingers.
7. Your co-worker tells you how to do a job. You disagree. You keep quiet to show your disagreement.

WRITING Level One Comp. 3 Punc Marks
Comp. 7 Simple Sentences

Writing Cinquans (5-line poem)

Theme: Valentine's Day Poem - loves, likes, dislikes
Time : 2 or 3 sessions

Session 1 - Discuss poetry, what makes a poem different from prose? Why are poems written? What are some themes that are widely used? Compose a cinquan together or in small groups.
Session 2 - Review format of a cinquan - topic, adjective, action word, sentence
Student writes own cinquan - uses dictionary and seeks help for words, ideas
Session 3 - Student composes his own Valentine poem, using cinquan format.
(Instructor may compile all poems into small book form to recognize each student's skill as a poet!)

Cinquan Format

Line 1 one word topic
Line 2 two describing words (adjectives)
Line 3 three action words end with -ing
Line 4 four-word Sentence
Line 5 one word which sums up the topic or general tone of poem

Topic
describing word, describing word
Action word - ing, Action word -ing, Action word -ing
Sentence - 4 words long
Word - refers back to topic

_____

_____, _____

_____ing, _____ing, _____ing

_____ _____ _____ _____.

_____

EXAMPLE: (composed by class)

Lobster
Green, red,
Crawling, swimming, eating,
We ate the tail.
Delicious!

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Valentine - Ruth
Good, fun
Loving, giggling, calling
She makes me happy.
Delightful!

91

Adult Learner Competency, Level 1, Basic

Reading
4--Demonstate knowledge of vocabulary in selected instructional contexts
4.1--Identify and comprehend the meaning of basic functional skills
6--Read and interpret simple documents
6.1--Follow directions for completing common documents
5--Read and interpret common signs.
5.4--Apply knowledge of signs, symbols, and abbreviations to comprehend and perform simple tasks

Communication, Speaking
1.1--Ask for basic assistance or information
2--Use explanatory language and basic persuasive language effectively to communicate information
2.3--Accurately report an activity or facts about selected situations

Communication, Listening
1.2--Listen attentively
2.5--Paraphrase and summarize orally presented information

Communication, Writing
3.2--Write simple lists, notes, and messages legibly and accurately

Extended Literacy
1--Locate and use appropriate resources to solve basic problems and make decisions.
1.3--Choose resources consistent with a specific task.

Roles: Family Member, Community Member, Worker

Materials: CVS Pharmacy representative, VCR, handouts, home checklist [attached]

Students will learn about poison prevention.
Students will learn how to deal with poison emergencies.
Students will follow-up at home by completing a home checklist.
Students will role-play telephone calls to the Poison Control Center.
Students will write thank-you notes to the speaker during the next class period.

Fill out a request at your local CVS pharmacy and you will be contacted by a representative. At agreed-upon date the representative will give a presentation on poison prevention to your students. They will see a brief, but informative video, receive hand-outs, and be allowed to ask questions of the representative.
When presentation has concluded, discuss the following:
-Information needed over the phone to the Poison Control Center:
-Name and phone number

-Name of substance. Look for the ingredients.
-Child's weight and age.
-Amount of substance? How much was ingested?
-Time--How long ago did they ingest the substance?
-Symptoms that the person is showing.
Go around the room and role-play phone calls to the Poison Control Center.

Subsequent Lesson: Students will write thank-you notes to the CVS Representative.

March is Poison Prevention Month
Kids Act Fast....So Do Poisons.

Pharm/alert
Health Tips

An Ounce of Prevention ...

- Keep household products and medicines out of reach and out of sight of children, preferably in a locked cabinet or closet.
- Never leave children alone – even for a moment – with medicines or household products.
- Store medicines and poisonous household products in their original containers – never in cups or soft drink bottles.
- Read a product's label before using it, and pay special attention to instructions regarding poisoning or harmful exposure.
- Always turn on the light before giving or taking medicine.
- Refer to medicines by their proper names, not as candy.
- Try not to take medicine in front of children, and never take liquid medicine directly from the bottle. Children imitate adult behaviors.
- Get rid of old medicines periodically by flushing them down the drain, rinsing the containers with water, and then discarding them.
- Dispose of hazardous household products in accordance with local ordinances. Always call your local recycling center for instructions on how to properly discard hazardous household chemicals.
- Ask for and use household substances which are available in child-resistant packaging. Insist on safety packaging for prescription medicines.
- Keep a bottle of ipecac syrup on hand. In the event of accidental poisoning, call your poison control center or physician. Do not use ipecac until instructed to do so.
- Have the numbers of your local poison control center and physician near the telephone at all times.

For more information on poison prevention — ask your pharmacist.

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March is National Poison Prevention Month
Kids Act Fast...So Do Poisons

HOME CHECKLIST ☑

kitchen

		yes	no
1.	Sink cabinet free of household products?	☐	☐
2.	Medicines off counters and window sills?	☐	☐
3.	Drain cleaners and furniture polishes out of reach?	☐	☐
4.	Food and household products kept separately?	☐	☐
5.	Choose cleaning products that are least hazardous?	☐	☐
6.	Safety latches installed?	☐	☐
7.	Toxic houseplants out of reach?	☐	☐

bathroom

8.	All medicines in a safe place?	☐	☐
9.	Old medicines discarded regularly?	☐	☐
10.	All safety closures secured properly?	☐	☐
11.	Always read labels before using?	☐	☐
12.	Bathroom vanity free of harmful products?	☐	☐
13.	Window sills and ledges free of beauty supplies?	☐	☐

bedroom

14.	Medicine kept off dressers and bedside tables?	☐	☐
15.	All perfumes and cosmetics out of reach?	☐	☐
16.	Window sills and woodwork free of flaking paint?	☐	☐
17.	Crib and playpen free of flaking paint?	☐	☐

basement laundry

18.	Soaps, detergents, and cleansers stored safely?	☐	☐
19.	Disinfectants and deodorizers stored safely?	☐	☐

garage

20.	Carefully read instructions on bug sprays and pesticides?	☐	☐
21.	Insecticides, weed killers and fertilizers in locked cabinet?	☐	☐
22.	Painting products in original container, not in soda bottle?	☐	☐
23.	Gasoline and anti-freeze in locked cabinet?	☐	☐

Score one point for each "yes" ☐

20–23 — EXCELLENT - Stay Alert
16–19 — GOOD - But Keep Trying
10–15 — ROOM FOR IMPROVEMENT
0– 9 — ASKING FOR TROUBLE

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March is Poison Prevention Month
Kids Act Fast....So Do Poisons.

SAFE PLANTS

One of the most common ways young children are poisoned is from house plants.

One sure way to prevent poisoning from plants is to have only safe plants in your home.

Below is a list of plants that are safe to grow if you have young children.

Jade Plant

African Violet

Aluminum Plant

Begonia

Boston Fern

Coleus

Hens & Chickens

Prayer Plant

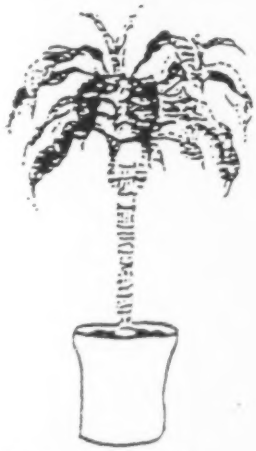
Spider Plant

Swedish Ivy

Wandering Jew

Wax Plant

Weeping Fig



Draccena / Corn Plant

Mother-In-Law's Tongue / Snake Plant

Peperomia

MEDICINE IS NOT CANDY

THE POISON CONTROL CENTER

HOT LINE - 215-386-2100
The Poison Control Center
3600 Market Street, Suite 220
Philadelphia, PA 19104-2641
1-800-722-7112

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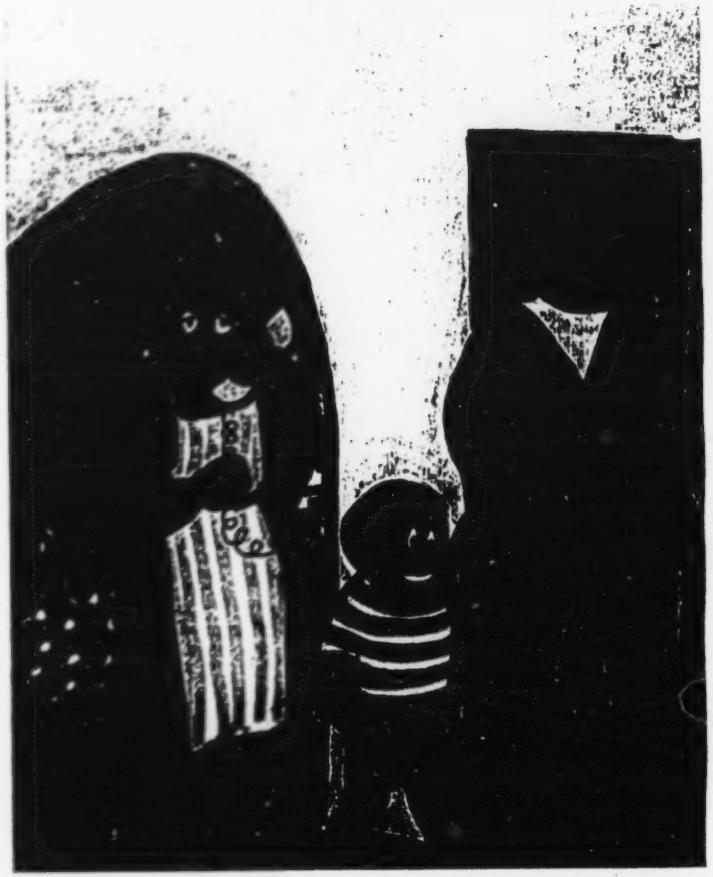
BY
HEATHER V. ADAMS

ILLUSTRATIONS BY MARGARET BEST

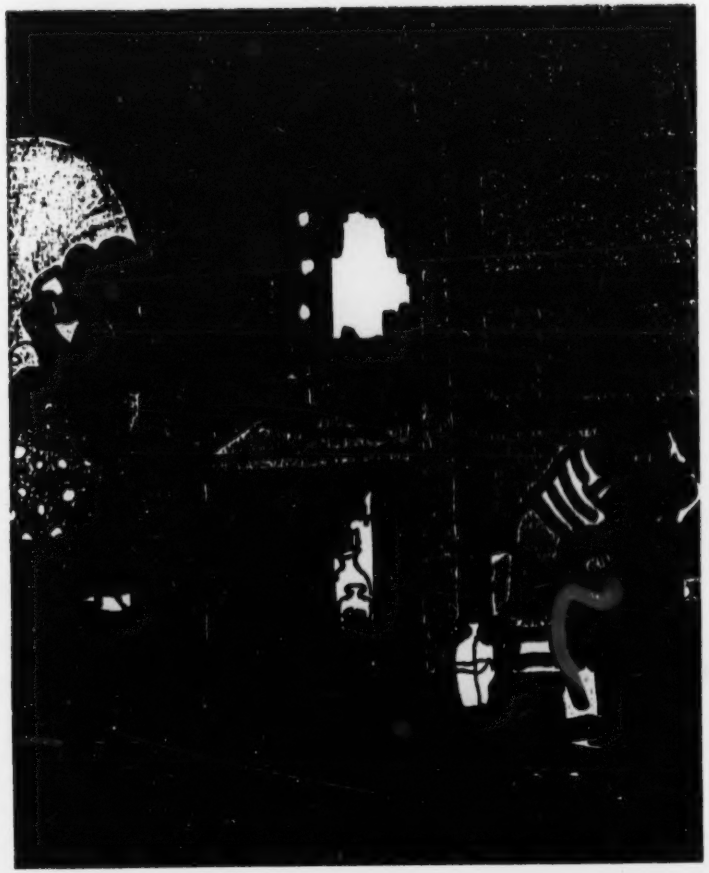
Tommy and Alivia are so excited because today they are going to their grandparents house for their vacation!

Tommy could not wait to work with Grandpa on his cars and Alivia loved playing in the big house with all of Grandma's cats.



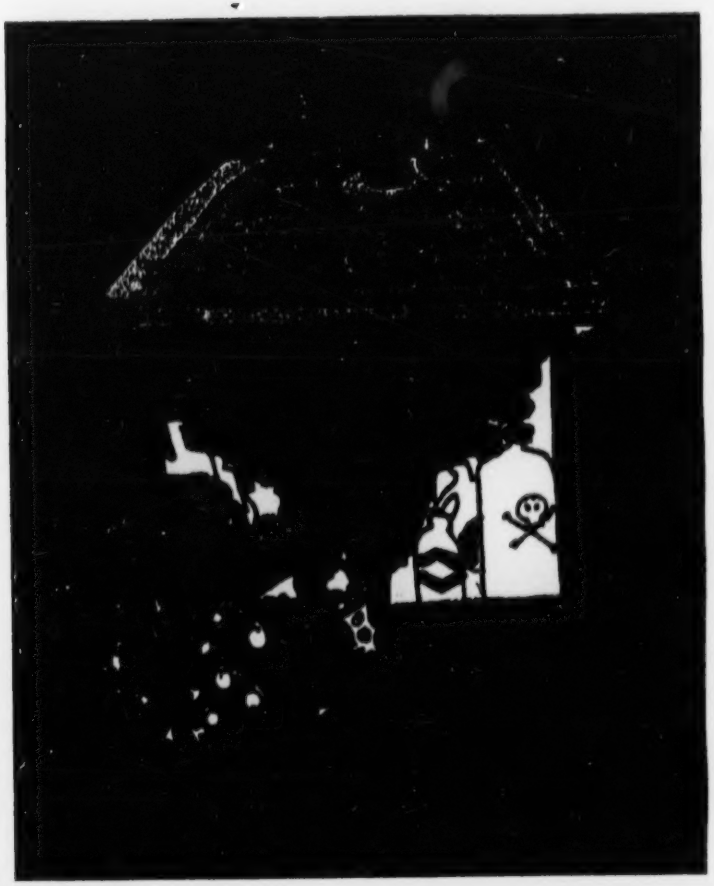
When they got to the house, Tommy went off with Grandpa and Alivia wanted to stay with Grandma in the house.

While Grandma was on the phone, Alivia took a walk around the house to see how many cats she could find.



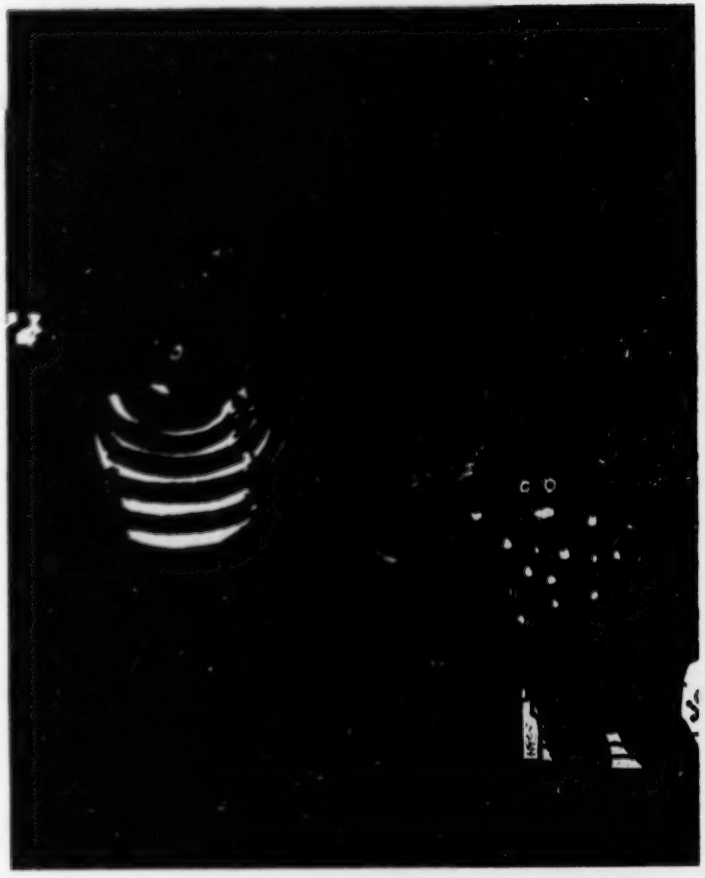
As Alivia walked passed the bathroom, she looked inside and saw that the cabinet under the sink was wide open!

When she looked in the cabinet, she saw an opened bottle with pills that looked just like peppermint candy!



Alivia was hungry and wanted to taste just one of the pills.

Uh oh! After she tasted one she went on to have some more!



All of the sudden, Tommy came bursting into the bathroom and found Alivia sitting there eating the medicine!

Tommy grabbed the pills from Alivia and went to tell Grandma and Grandpa right away what Alivia had done.

Grandma knew this was an emergency, because you should never eat medicine unless you are sick!

She called The Poison Control Center because they are always there to help in emergencies.

Grandma told The Poison Control Center what had happened, and they asked questions such as, is there anything in Alivia's mouth now, how long ago did this happen, and how many pills did she eat?

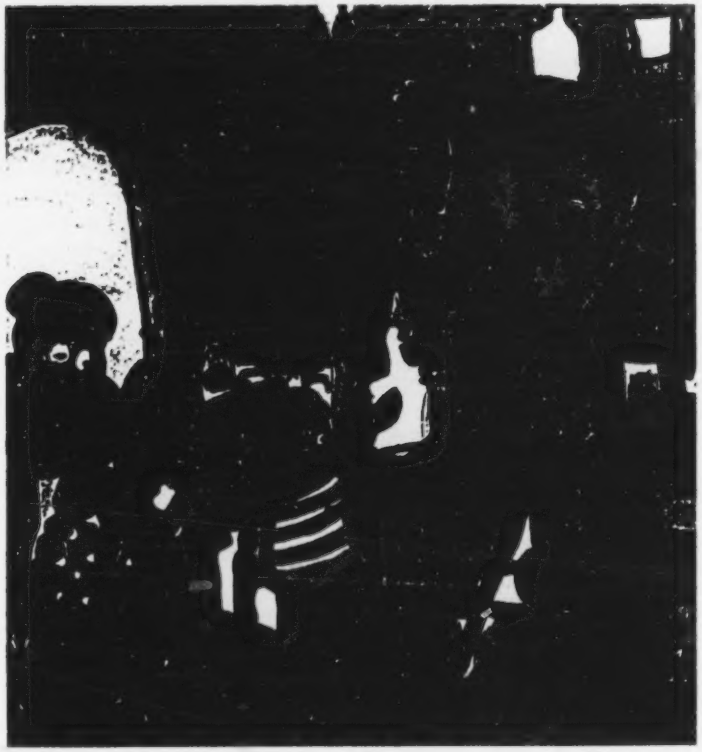
Grandma stayed calm and answered all of the questions.

The Poison Control Center told Grandma that Alivia would not have to go to the hospital but she had to drink a medicine called Syrup of Ipecac to get the poisons out of her body.

Alivia was sick for a little while, but she knew that poisons are not good for you and they had to come out of her body.

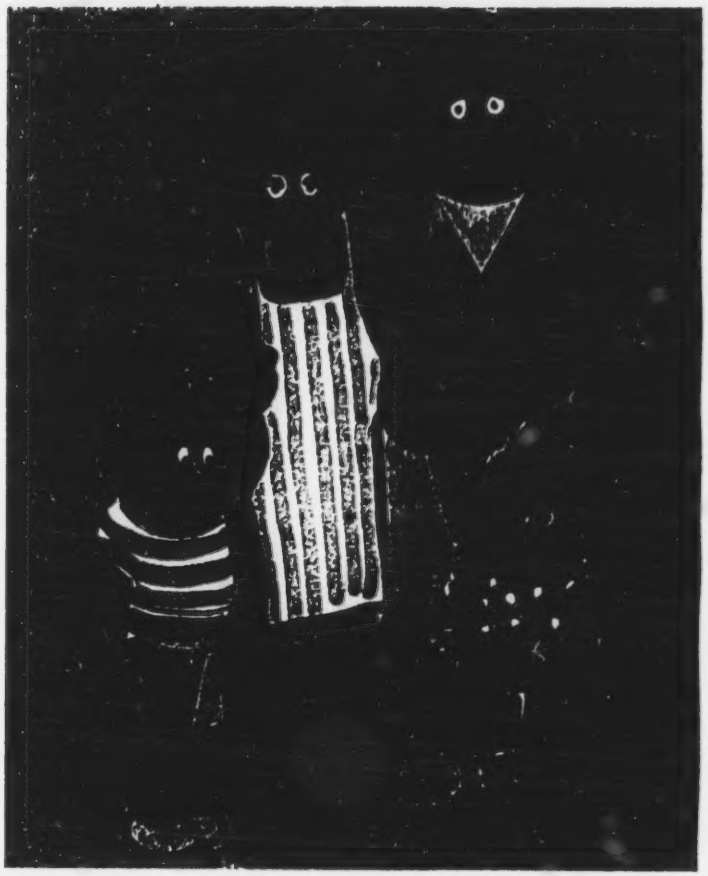
The Poison Control Center called a little while later to see how she was feeling and everyone was happy because Alivia was just fine.

Later on, Grandma, Grandpa, Tommy and Alivia decided to poison-proof the house because nobody wanted anymore accidents to happen to people or pets.



They went through each room of the house, garage, basement and pointed out all the poison products.

Then Grandma and Grandpa threw away the poison products that they don't use and the products they do use got a sticker on them and they were put high up so nobody would get into them by accident.



Today was an important day for Grandma, Grandpa, Tommy and Alivia, because they learned that accidents can happen anywhere, anytime.

Alivia learned never to put anything in her mouth again when she's not sure what it is. She never wants to be sick on her vacation again!

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What to do if the following occurs:

Swallowed Poisons:

1. Call Poison Center.
   Have poison container handy.
2. Do not give syrup of Ipecac or induce vomiting unless directed to do so.

Inhaled Poisons:

1. Immediately move victim to fresh air, drag or carry body if necessary.
2. If victim is not breathing, give mouth-to-mouth resuscitation and call ambulance.
3. Call Poison Center.

Poison On Skin:

1. Remove contaminated clothing.
2. Flood affected parts with water. Then wash gently with soap and cool water and rinse.
3. Call Poison Center.
   Have poison container available.

Poison In The Eye:

1. Flush eye with lukewarm water poured from a pitcher held 4 inches from the eye. Do this for 15 minutes. Check to be sure water isn't hot.
2. Call Poison Center.

CVS/pharmacy

Poison Prevention Guide

CHILDREN ACT FAST! SO DO POISONS!

THE DANGERS OF PRODUCTS FOUND IN THE HOME

Most poisonings reported to The Poison Control Center are accidental and occur in the home.

- Common household products such as cleansers, detergents, cosmetics, mouthwash, and plants are involved in over 50% of poisonings.
- Common pharmaceutical products found in the home such as cough and cold medicines, vitamins, and prescription drugs are involved in 47% of poisonings.

HOW YOU CAN PREVENT POISONINGS IN YOUR HOME

- Store cleaners, medicines, cosmetics, and other substances out of children's reach.
- Keep products in their original containers. Do not put cleaners or other products in food or drink containers.
- Never call medicine "candy" and do not take medicines in front of children.
- Use child-resistant packages.
- Place safety latches on all drawers and cabinets containing harmful products.
- Read and heed labels before taking medicine and using a cleanser or other chemical product.

- Have one ounce of Syrup of Ipecac per child available at all times.
- Post Poison Control Center and other emergency numbers by the telephone.

POISON SAFETY CHECKLIST

Complete the following checklist as you defend your home against poisonings. Check the box when you have stored these products out of children's reach.

Kitchen

Household cleaning substances are involved in 10% of poisonings in children under six years of age.

- ❑ Cleaners: carpet/upholstery cleaners
  furniture polish
  soaps/detergents
- ❑ Corrosives: automatic dishwashing detergent
  drain cleaners
  ammonia
  metal cleaners
  oven cleaners
- ❑ Medicines: acetaminophen
  aspirin
  diet aids
  vitamins/iron pills
  pet medications
- ❑ Ant/Roach Killers

Bedroom

Cosmetic and personal care products are involved in over 12% of poisonings in children under six years of age.

- ❑ Cosmetics: baby powder
  liquid makeup
  nail polish/remover
- ❑ Deodorants
- ❑ Perfumes

Laundry Room

Bleach is the most common household cleaning substance ingested by small children.

- ❑ Bleach
- ❑ Laundry detergents
- ❑ Disinfectants

Bathroom

Medicines are involved in over 40% of poisoning exposures in all age groups.

- ❑ Medicines
- ❑ Aftershave lotions
- ❑ Mouthwashes
- ❑ Cleaners
- ❑ Deodorizers/Sanitizers
- ❑ Shampoo/Hair products
- ❑ Fluoride rinses

Do you have syrup of ipecac?

Vomiting may help to remove poisons from the stomach. If vomiting is necessary, the Poison Center may instruct you to give the patient syrup of ipecac.

DO NOT GIVE SYRUP OF IPECAC UNLESS SPECIFICALLY INSTRUCTED TO DO SO BY YOUR PHYSICIAN OR POISON CONTROL CENTER.

If you don't have syrup of ipecac, you can purchase a one-ounce bottle at your pharmacy. If hospital treatment is needed, the Poison Center will direct you to the closest hospital that can treat the patient. When taking the patient to the hospital, one adult should drive while another adult keeps the victim comfortable. Be sure to take the container the poison was in and any vomited material.

What to do if a poisoning occurs:

1. Remain calm.

2. Call The Poison Control Center.
   Be ready to give the following information:
   - Your name and telephone number.
   - Name of substance involved in poisoning and ingredients.
   - Age and weight of patient.
   - Amount of substance involved.
   - Time poisoning occurred.
   - Any symptoms.

3. The Poison Center will give you instructions on what to do next.

4. Be prepared to give first aid if a poisoning occurs. Follow the Poison Center's steps for Emergency Action for Poisoning.

EMERGENCY ACTION FOR POISONING

Inhaled Poison
Get the victim to fresh air immediately. Avoid breathing fumes. Open doors and windows wide. If victim is not breathing, start artificial respiration.

Poison on the skin
Remove contaminated clothing and flood skin with water for ten minutes. Wash gently with soap and water and rinse.

Poison in the eye
Flood the eye with lukewarm **(not hot)** water poured from a large glass two or three inches from the eye. Repeat for 15 minutes. Have victim blink as much as possible while flooding the eye. Do not force the eyelid open.

Swallowed poison
Medicine and chemical or household products:
Do not give anything by mouth until you contact the Poison Center for advice.

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Below is a list of some common poisonous items found in the home. Keep them out of children's reach.

Alcoholic Beverages	Model Cement
Ammonia	Muriatic Acid
Antifreeze	Mushrooms
Ant Syrup or Paste	Nail Polish
Automotive Products	Nail Polish Remover
Bathroom Bowl Cleaner	Oven Cleaner
Bleach	Paint
Boric Acid	Paint Remover
Camphophenique®	Paint Thinner
Charcoal Lighter	Perfume
Cleaning Fluid	Permanent Wave Solutions
Clinitest Tablets®	Pesticides
Cologne	Pine Oil
Copper and Brass Cleaners	Plants
Corn and Wart Remover	Prescription and
Detergents	Non-Prescription Medicines
Dishwasher Detergents	Rat Poison
Disinfectants	Rubbing Alcohol
Drain Cleaners	Shaving Lotion
Epoxy Glue Kit	Silver Polish
Furniture Polish	Snail Bait
Garden Sprays	Spot Removers
Gasoline	Strychnine
Gun Cleaners	Sulfuric Acid
Hair Dyes	Super Glue
Insecticides	Turpentine
Iodine	Veterinary Products
Iron Medications	Vitamins
Kerosene	Weed Killers
Lighter Fluid	Window Wash Solvent

Purchase syrup of ipecac and keep it on hand. Do not use it until you call the Poison Center. If a poisoning occurs, call:

Poison Control Center
(215) 386-2100 (in Philadelphia)
(800) 722-7112 (outside Philadelphia)

Physician: _____
Ambulance: _____
Hospital: _____

In cooperation with the American Association of Poison Control Centers.

Adult Learner Competency, Level 1, Basic
[Also ESL ADV.]

Communication, Reading

7.--Demonstrate literal and inferential comprehension of simply written materials.
7.1—Identify directly stated main ideas.
7.2—Identify inferred main ideas.
7.3—Locate directly stated details that contribute to understanding the main idea.
7.4—Paraphrase and summarize information in simple texts.
7.6—Identify and interpret basic figurative language

Theme: Saint Patrick's Day

Roles: Family Member, Community Member, Worker

Materials: Pencils, paper, chalk, chalkboard, music for the song "The Emigrant's Daughter,"tape recorder, copies of lyrics for the students, World Map

Plans for today's lesson:

1. Ask students what holiday they know about St. Patrick's Day.
2. LOCATE Ireland on the map.
3 Have you ever seen a parade? Ask if anyone has seen the St. Patrick's Day Parade in New York City, or if they will see one locally.
4. What color clothing do people wear on St. Patrick's Day?[Many people wear green clothing.]
5 What kinds of foods do people eat on St. Patrick's Day?[Foods and beer are colored with green food coloring. Corned beef and cabbage, Irish stew, and Irish Soda Bread are some of the popular traditional foods enjoyed on this day.]
6. What's a shamrock? Discussion to determine prior knowledge. [The shamrock is the symbol of Saint Patrick and Ireland. One of the many legends about St. Patrick is that he used the shamrock to teach the idea of the Holy Trinity. The three leaves stood for the Father, the Son, and the Holy Ghost. The shamrock is the national flower of Ireland.]
7. On Saint Patrick's Day people listen to Irish music. Have students listen to the tape of An Emigrant's Daughter. If Internet is available, locate the song and listen to it on the computer.
Then pass out a copy of and read the *lyrics*. The words to a song are called *lyrics*.

An Emigrant's Daughter

Oh please n'er forget me though waves now lie o'er me
I was once young and pretty and my spirit ran free.
But destiny tore me from country and loved ones
And from the new land I was never to see.
A poor emigrant's daughter too frightened to know
I was leaving forever the land of my soul.
Amid struggle and fear my parents did pray
To place courage to leave o'er the longing to stay.

They spoke of a new land far way cross the sea
And of peace and good fortune for my brothers and me.
So we parted from townland with much weeping and pain
Kissed the loved ones and the friends we would ne'er see again.

The vessel was crowded with desperate folk

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The escape from past hardship sustaining their hope.
But as the last glimpse of Ireland faded into the mist
Each one fought back tears and felt strangely alone.

The seas roared in anger, making desperate our plight
And a fever came o'er me that worsened next night.
Then delirium possessed me and clouded my mind
And I for a moment saw the land left behind.
I could hear in the distance my dear mother's wailing
And the prayers of three brothers I'd see no more.
And I felt father's tears as he begged forgiveness
For seeking a new life on the still distant shore.

8. Look at meanings of o'er and n'er.
9. Look at and discuss any new vocabulary. Put it on the board.
10. Listen to the song again. What is the song about?
11. What is the "mood" of the song?
    What kind of mood are you in when you listen to your favorite music?
12. What are some ways that you can identify with the song?
13. How does a person feel when he/she immigrates to another country?

8. Writing Topic: Ask students to write about one of the following. Circulate and assist.

Do you think it takes courage for a person to leave their home to go to a new country?
Do you know any immigrants?
Why did they come to the United States? Was it for some of the same reasons as the people in the song?
Could an Irish Immigrant be Any Immigrant?

9. Have students share ideas and/or writing.

Adult Learner Competency, Level 1 [Basic]
[also all ESL levels]
Numeracy:
3.3 --Interpret typical uses of numbers in documents and consumer settings
5—Measure

Role: Family Member

Materials: hard-boiled eggs, Easter egg dye kits, paper towels, measuring spoons, measuring cups, water, vinegar

Theme: Easter

1. Discuss traditions of Easter.
2. Homonyms: die/dye
3. The Easter Egg

"The Easter Egg predates the Christian holiday of Easter. The exchange of eggs in the springtime is a custom that was centuries old when Easter was first celebrated by Christians.

From the earliest times, the egg was a symbol of rebirth in most cultures. Eggs were often wrapped in gold leaf, or, if you were a peasant, colored brightly by boiling them with the leaves or petals of certain flowers.

Today, children hunt colored eggs and place them in Easter baskets, along with the modern version of real Easter eggs—those made of plastic or chocolate candy."

3. Activity: Dying eggs. Put directions on board.
   - Cover work surface with paper towels or newspapers.
   - Fill each cup with ½ cup of water.
   - Add 3 Tbsp. Of White vinegar to each cup.
   - Add dye tablet to each cup.
   - Stir until tablet is dissolved.
   - Bend dipper and dip eggs, one at a time.
   - Let eggs sit in cups for 30 seconds to one minute. Less water=brighter eggs.
   - Let eggs dry.

Math, Level I, Competency 1.1 AND 1.2 PLACE VALUE
Competency 3.4, 4.4 AND 5.5 SOLVE WORD PROBLEMS + − ×
Work/Life Skill USING THE CALCULATOR
Theme: Valentine Activity using class' work and community service experience
♥♥♥

LIQUID MEASUREMENT
MATH - LEVEL I
Competency 9 and 9.1

Materials : Exercise Supplement #56 and # 58 from Life Skills Math by D. Mosenfelder, EDI 363
Measurement containers: spoons, cup, pint. quart, half gallon, gallon, liter
Calculator, optional
Time: Three sessions - can be used as a series of math centers

Session One or Math Center: Identify units of measurement, worksheet #56, use water and containers to prove answer

Session Two or at Math Center: Bring an unmarked container to class and use the worksheet below to discover the various measurements of the container. Make conversions, if possible.

Session Three: Do worksheet #58, use liter bottle, quart container, water, and calculator to solve problems.

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56. Fluid Ounces, Pints, Quarts, and Gallons

QUICK REMINDER

2 tablespoons = 1 fluid ounce (fl. oz.)
8 fluid ounces = 1 cup
2 cups = 1 pint (pt.)
2 pints = 1 quart (qt.)
4 quarts = 1 gallon (gal.)

EXERCISES

1. You measured out 4 tablespoons of cooking oil.
   How many fl. oz. was that?

   _____

2. You measured out 2 cups of milk.
   How many fl. oz. was that?

   _____

3. You used 8 quarts of oil.
   How many gallons did you use?

   _____

4. You bought 2 pints of strawberries.
   How many quarts did you buy?

   _____

5. You bought $\frac{1}{2}$ gal. of milk.
   How many quarts did you buy?

   _____

6. Which of these = 1 quart?
   (Check more than one.)
   - ☐ 32 fl. oz.
   - ☐ 4 cups
   - ☐ 2 pts.
   - ☐ $\frac{1}{4}$ gal.

7. Bottle A 16 fl. oz. Bottle B 32 fl. oz. Bottle C 64 fl. oz.
   Which of these = 1 quart?
   ☐ Bottle A ☐ Bottle B ☐ Bottle C

8. Bottle A 16 fl. oz. Bottle B 32 fl. oz. Bottle C 64 fl. oz.
   Which of these = 1 gallon?
   ☐ Bottle A ☐ Bottle B ☐ Bottle C

9. Which of these = $\frac{1}{2}$ pint?
   (Check more than one.)
   ☐ 16 tablespoons ☐ 8 fluid ounces ☐ 1 cup

10. Container A: 1 quart milk, $.68 Container B: $\frac{1}{2}$ gal. milk, $1.49
    Which is cheaper per quart?
    ☐ Container A ☐ Container B

58. Metric Measures—Liters and Kilograms

QUICK REMINDER

1 liter (l) is a little larger than 1 quart

1 kilogram (kg) = a little more than 2 pounds (actually about 2.2 lbs.)

EXERCISES

1. 4 liters = a little more than ——— quart(s)

2. 4 liters = about ——— gallon(s)

3. Which is larger?
   ☐ 5 gallons ☐ 10 liters

(Remember: 4 quarts = 1 gallon)

4. Which is larger?
   ☐ 10 liters ☐ 10 quarts

5. Brand A Cola 1 liter $.89 Brand B Cola 1 quart $.89
   Which brand gives you more for your money?
   ☐ Brand A ☐ Brand B

6. 1 lb. =
   ☐ about $\frac{1}{2}$ kg
   ☐ about $\frac{3}{4}$ kg
   ☐ about 1 kg

7. 5 lbs. =
   ☐ about 1 kg
   ☐ about 2 kg
   ☐ about 4 kg

8. Which is bigger?
   ☐ 5 lbs. of ham
   ☐ 5 kg of ham

9. Which is bigger?
   ☐ 5 lbs. of potatoes
   ☐ 5 kg of potatoes

10. Which is bigger?
    ☐ 10 lbs. of onions
    ☐ 5 kg of onions

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Lesson Plan: ESL

Competencies: EFF Parent Role Map
Promote Family Members' Growth and Development
*Direct and discipline children.
Meet Family Needs and Responsibilities
*Provide for safety and physical needs.
Strengthen the Family System
*Promote values, ethics, and cultural heritage.
*Encourage open commuinication among the generations.
Competencies: ELM Branches Out -- Level Five
SOC 29 Ask about the appropriateness of actions according to customs/culture in the United States
SOC 28 Answer questions about differences between the native country and the United States in simple terms.

Topic: Family Values and Parental Control: Here (USA) and There

Oral: Discussion, based on Newspaper items, TV reports
Introduce idioms:
*We don't see eye to eye.
*He's the black sheep of the family.
* It's hard enough making ends meet.
* She often beats around the bush.
* I'm at the end of my rope with my children.
--The Cultural Literacy Handbook, ADVANCE

Writing: Summarize discussion via group report, written on the blackboard (students take turns writing sentences)

Listening: Students take turns listening to one another.
Students may report what they have heard on TV.

Reading: Students have brought in items they have read from newspapers or magazines. Each student has a chance to read items others have brought.

This was a lively discussion, because even Americans do not agree on these issues!

May 24, 1999
Emma D. Williams
Based on Lesson taught by Michelle Cherichello,
Wayne County 322 ESL class, 1999

Conditions better for Pa. children

■ State ranks 22nd in terms of their well-being, survey group reports.

By SARAH LONG
Call Harrisburg Bureau

HARRISBURG — The basic economic and social conditions of Pennsylvania's children are improving, according to a nationwide report released this week.

Pennsylvania ranks 22nd among states and the District of Columbia in terms of the well-being of its children, according to the 1999 KIDS COUNT Data Book, an annual publication that tracks the status of the nation's children.

Despite Pennsylvania's improvements, its overall rank has not changed from last year. Since 1990, Pennsylvania's national composite rank has wavered, ranging from 15th in 1992 to 24th in 1997.

Of the 10 indicators measured in the report, Pennsylvania improved in six areas of child well-being, including child death rate and teen birth rate. The state deteriorated in four, including high school dropouts and single-parent households, between 1985 and 1996.

Among the findings of the study:

► Pennsylvania had the sixth-lowest child death rate. The rate improved 32 percent between 1985 and 1996.

► The teen birth rate decreased by 4 percent, while it increased 10 percent nationwide. Pennsylvania ranked 13th in the country with 24 births per 1,000 females ages 15-17 in 1996.

Joan Benso, executive director of the Pennsylvania Partnerships for Children, said she is particularly encouraged by that decrease.

"We do think this is promising news," Benso said. "Children born to teen-age mothers are much more likely to live in poverty than those born to parents not in their teen years."

► On the other hand, the rate of high school dropouts rose by 14 percent during a time when the dropout rate decreased nationwide. In 1996, 8 percent of Pennsylvania teens were high school dropouts, compared to 10 percent nationally. Pennsylvania is ranked 16th in the nation.

Although pleased with the improvement in the teen birth rate, Benso said the increase in high school dropouts is troubling. "It is something we should keep our eye on," she said.

► The number of Pennsylvania children in single-parent households rose by 33 percent during 1985 to 1996. However, with 24 percent of Pennsylvania families headed by a single parent in 1996, the state still fared better than the national average of 27 percent.

The state-by-state study also compares states based on six social and economic factors which put children at risk. The factors include a single-parent household, lack of parental education, family income below the poverty line, lack of parental employment, reception of welfare benefits, and lack of health insurance.

Children growing up with four or more of the factors are deemed "high-risk" and face more economic and social barriers than the average American child. Nationally, 9.2 million children, or 13 percent, are considered high-risk.

In Pennsylvania, 12 percent of children fall into the high-risk category.

The findings stress the need for coordinated policies addressing children's interrelated physical, emotional, social and educational needs, said Benso.

"Children who grow up in an all-around healthy environment can mature into healthy adults," Benso said. "But children deprived of the fundamentals — basic health care, a home where learning is valued, parents as strong role models — are blocked at every turn by nearly insurmountable barriers."

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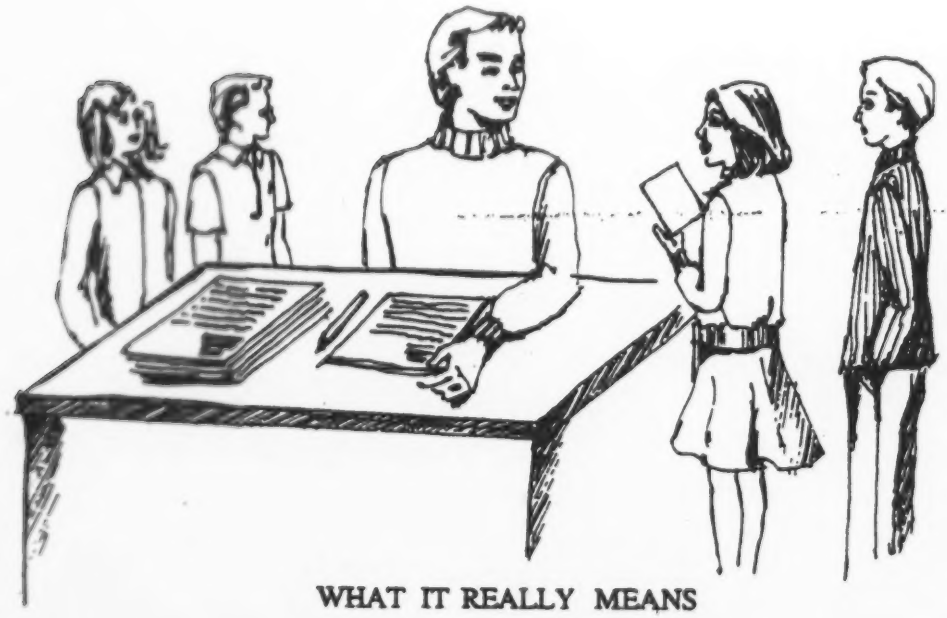
The woman told the salesman to stop <u>bugging her</u>.

This means: A. To stop bugs from bothering you.

B. To quit bothering someone.



WHAT IT REALLY MEANS

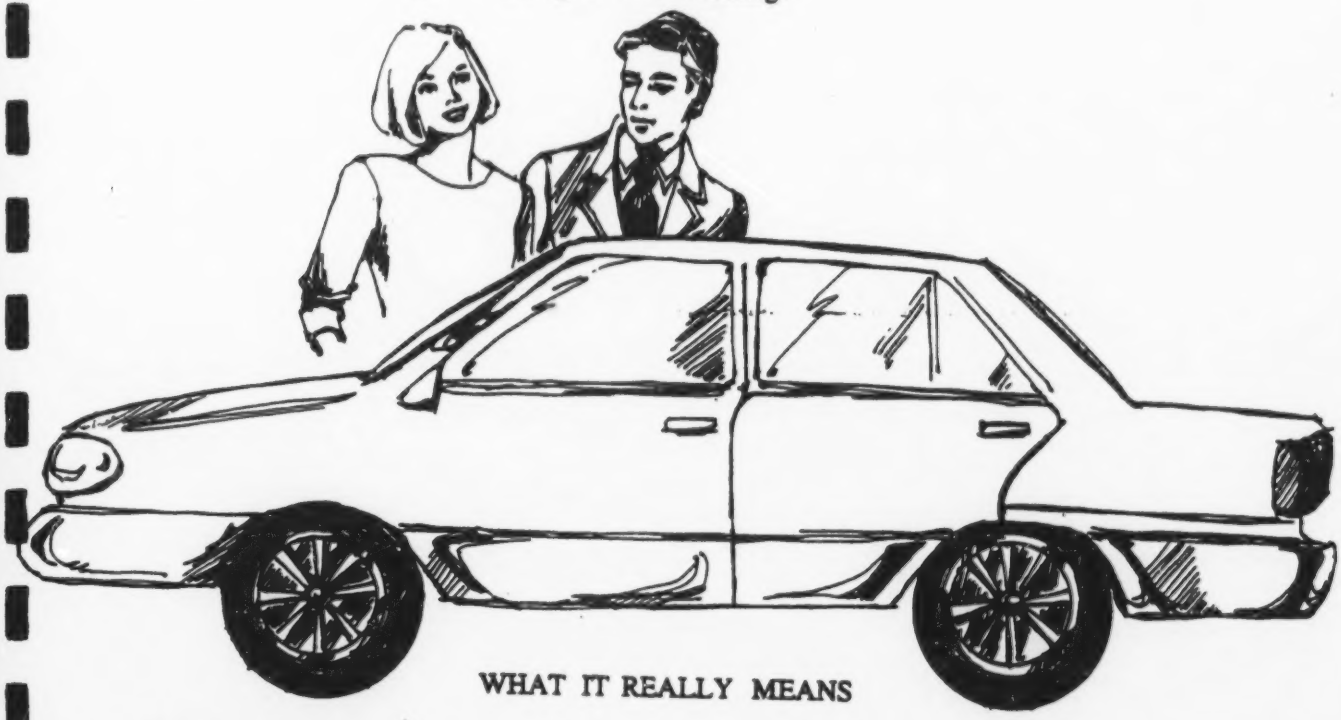
Complete the sentence:

If the children would stop _____, Mr. Wood could finish correcting the papers.

Peter and I don't see <u>eye to eye</u> on which TV show to watch tonight.

This means: A. To stare at each other.

B. To agree on something.



WHAT IT REALLY MEANS

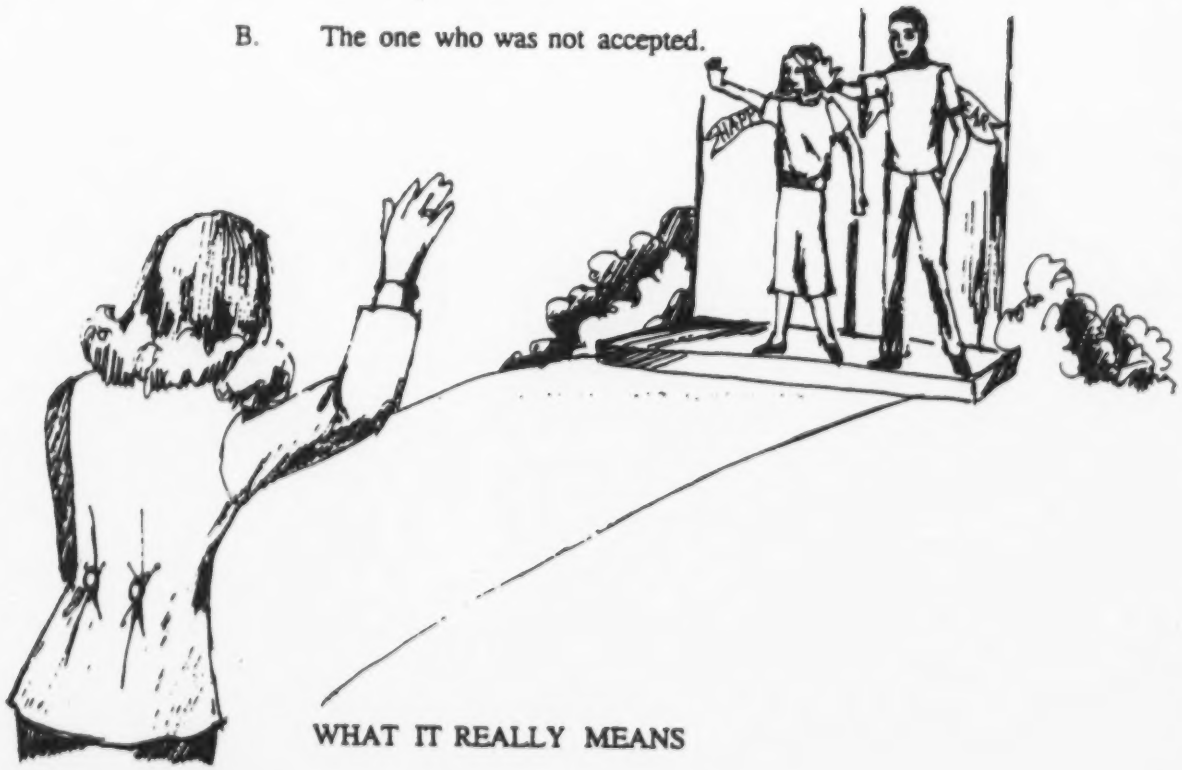
Complete the sentence:

Dan and Susan finally saw _____ about the need to buy a new car.

Mike was the black sheep of the family.

This means: A. A lamb that is black.

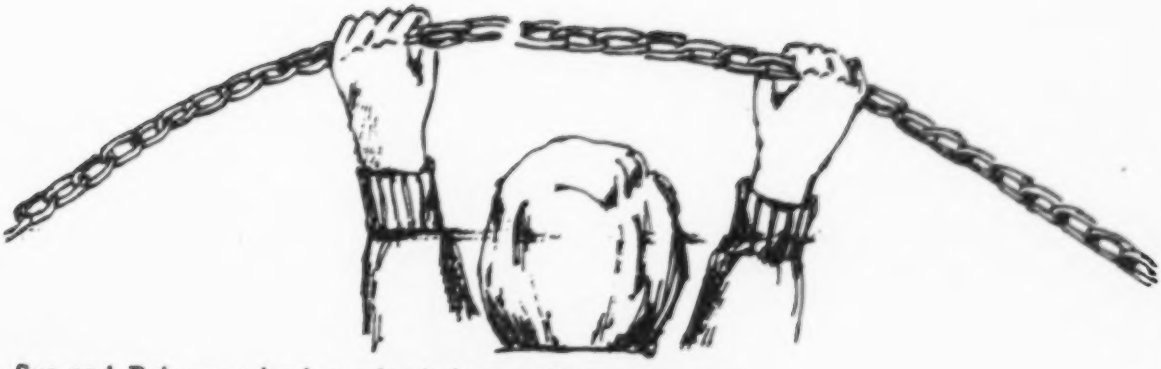
B. The one who was not accepted.



WHAT IT REALLY MEANS

Complete the sentence:

Even though Sara was the _____, she enjoyed visiting her family during the holidays.



Sue and Bob were having a hard time <u>making ends meet</u>.

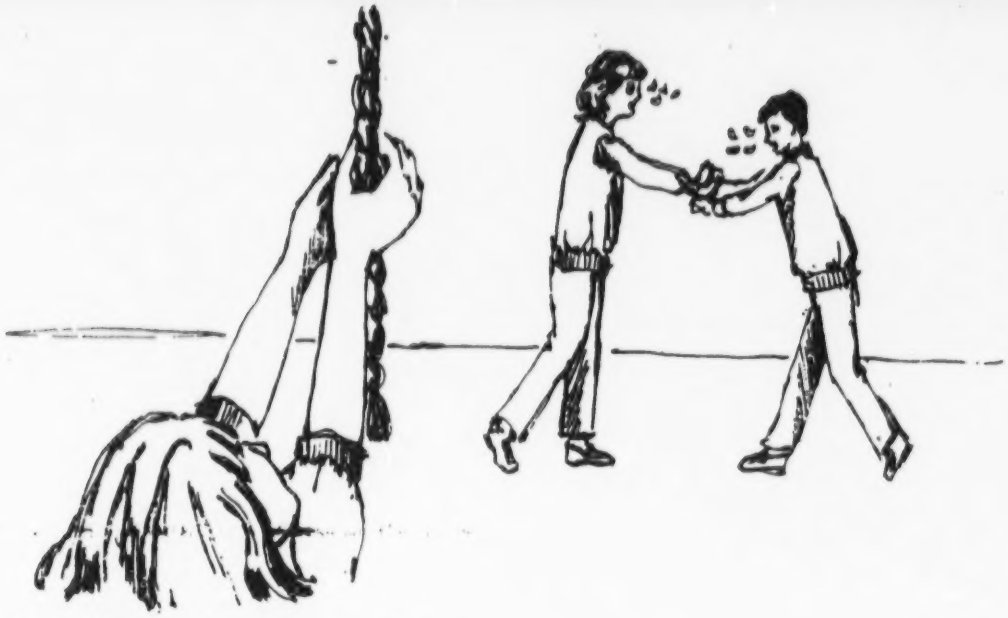
This means: A. To put two ends together.

B. To be able to pay for what you need.

WHAT IT REALLY MEANS

Complete the sentence:

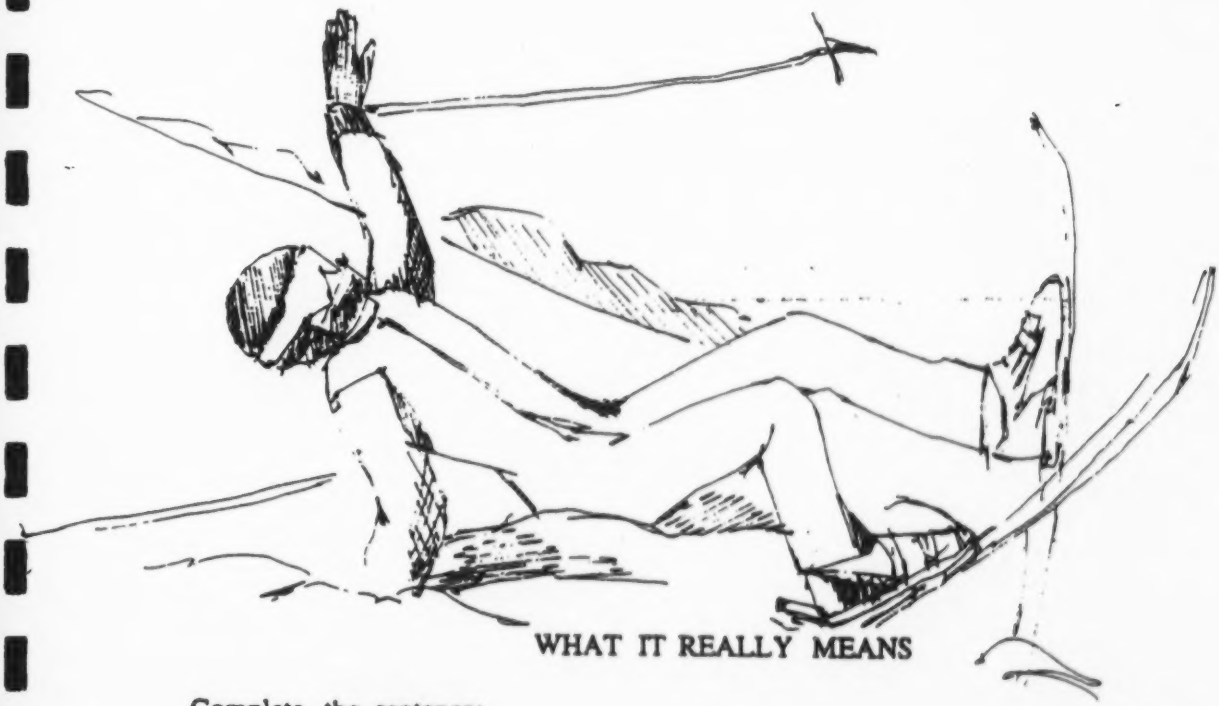
You _____ when you make your money pay for all the things you need to pay for.



I am <u>at the end of my rope</u> with my children.

This means: A. To hang something.

B. To run out of patience.



WHAT IT REALLY MEANS

Complete the sentence:

Susan knew she should try again, but she was _____.

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